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Programme of Studies

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Grades I to VI

OF THE

Public and Separate Schools

1937

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THE MINISTER OF EDUCATION



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This Programme of Studies applies only to Grades I to VI. The regulations regarding the Kindergarten and Form IV (Grades VII and VIII) remain unchanged. These regulations are given in "Course of Study for the Public and Separate Schools, 1936."

For purposes of immediate classification the following table may be useful:

Junior First or Kindergarten Primary	Grade I
Senior First	Grade II
Junior Second	Grade III
Senior Second	Grade IV
Junior Third	Grade V
Senior Third	Grade VI

PREFACE

This curriculum has been drawn by a committee of teachers. They began their work early in December, 1936, examining curricula recently issued in other provinces of Canada and elsewhere, reading reports of investigations and experiments in the field of elementary education, and consulting teachers and inspectors in every part of the province.

The curriculum, as issued for use in the schools in 1937-38, may require modification. Its defects will become apparent as it is put to the test of use in the classroom. Teachers and inspectors are earnestly requested by the Minister of Education to point out such defects and to offer any suggestions tending to the improvement of the curriculum as a whole or in any of its parts. All such suggestions will be carefully considered when the Programme is being re-issued for 1938-39.

The committee wish to acknowledge their indebtedness to all those whose published work they have used and in particular to the Consultative Committee of the Board of Education, Great Britain, whose reports, commonly known as the Hadow Reports,¹ have proved invaluable. To these reports they are indebted for the spirit and in some instances for the language of the introductory paragraphs appearing throughout this curriculum. The committee are grateful, too, to all the teachers and inspectors, upwards of three thousand in number, who have given valuable assistance in the selection and grade placement of curricular material. They wish finally to acknowledge their obligation to the publishing houses in Toronto and Montreal who have opened their stores to the committee and placed at their disposal large numbers of recent books dealing with every phase of elementary education, and to the R.C.A.-Victor Company, Toronto, who co-operated with the committee in selecting the phonograph records listed in the curriculum.

¹The Education of the Adolescent, 1927.

The Primary School, 1931.

Nursery and Infant Schools, 1934.

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INTRODUCTION

Any education worthy of the name must be planned in accordance with the best available evidence¹ on the nature of a child's development. Such evidence leads to the conviction that a child develops by virtue of his own activity. This activity comprises knowing and doing, which are to be regarded as synonymous terms, each of which implies purposeful effort. That the child's activity may result in development suited to his environment, it must be directed according to a plan. This plan, if it is to be accepted by the child as his own, must be determined by the nature of the child.

The function of the elementary school, therefore, is to provide for its pupils a stimulating environment in which their natural tendencies will be directed into useful abilities and desirable attitudes.

Children of elementary school age are active and inquisitive, delighting in movement, in small tasks which they can perform with deftness and skill, and in the sense of visible and tangible accomplishment which such tasks offer. They are intensely interested in the character and purpose of the material objects around them. They are at once absorbed in creating their own miniature world of imagination and emotion, and keen observers who take pleasure in reproducing their observations by speech and dramatic action; and still engaged in mastering a difficult and unfamiliar language, without knowing they are doing so, because it is a means of communicating with others.

In all these activities they demand and enjoy a definite sense of progressive achievement. Their activities are not aimless, but constitute the process by which children grow. They are in a very real sense their education; upon them the school must build its programme, offering the children fuller and more varied but more orderly opportunities for activity than they have hitherto enjoyed. In short, the school must follow the

¹For an admirable summary of such evidence see Hadow et al. *The Primary School*, pp. 22-57.

method of nature, stimulating the child, through his own interests, into activities and guiding him into experiences useful for the satisfaction and development of *his* needs.

It is important here to emphasize the fact that the experiences provided by the elementary school are designed to meet the needs of the child, not those of the adolescent or the adult. In the words of the Hadow report, "No good can come from teaching children things which have no immediate value for them however highly their potential or prospective value may be estimated."¹

The child's own immediate needs and capacities, then, must determine the character of the experiences provided by the elementary school. The child needs to live, to live with his fellows, and to live as they approve. To meet these three fundamental needs by activities based on the child's capacities and motivated by his interests is the special task of the elementary school.

In the light of these considerations it is apparent that "the curriculum is to be thought of in terms of activity and experience rather than of knowledge to be acquired and facts to be stored"² against some supposed future need. Its aim should be to develop in the child his physical powers and to train him in their proper use and control, to awaken him to the fundamental interests of civilized life so far as they lie within the compass of childhood, and to encourage him to attain to the orderly management of his energies, impulses, and emotions which is the basis of desirable attitudes.

This principle applied to the practical problem of framing a curriculum for childhood means, first of all, that a large place in the activities of the elementary school must be given to providing for the physical well-being and efficiency of the child. This is not merely a matter of the provision of suitable physical or remedial exercises. It involves care on the part of the school authorities that the child shall live, during the school day at least, in a healthful environment, and that all the exercises of the day shall be such as to make for natural physical development.

Attention to the physical welfare of the child is, then, the

¹*The Primary School*, p. 92.

²*The Primary School*, p. 93.

foundation of the school's activities because the child is, in the first place, a growing organism. But he is not only an organism with biological needs: he is also a member of the human family. His environment is a civilization created by man. If the child is to be at home in that civilization, as one free of the house, he must learn to take his place as an active, co-operative and intelligent member of his society. The curriculum, therefore, must provide for the child those intellectual activities and experiences which are necessary for his intelligent participation in the life of the home, the school, and the community. Language, including number, as the medium of thought and the instrument of human intercourse, reading by which he comes into contact with other minds and learns that life has a past and future as well as a present, some knowledge of the simpler facts of the material world as the home of man, the appreciation of beauty in the world about him and the creation of beauty in singing, dancing, drawing and constructive work—these things are of the essence of civilized life and are to be regarded, therefore, as fixing the general character and direction of the school curriculum. What is important is not that an adult standard of attainment should be reached in any one of them, but that interest should be quickened, habits of thoroughness and honesty in work established, and the foundations on which knowledge may later be built securely laid. The production of juvenile authors, mathematicians, and scientists is neither to be anticipated nor to be desired. It is reasonable, however, to expect that in the elementary school a child should learn, within the limits of his experience, to use the noble instrument of his native language with clearness and dignity; that he should acquire simple kinds of manual skill and take pleasure in using them; that he should admire what is admirable in form and design; that he should read some good books with zest and enjoyment; that he should acquire bodily poise and balance, a habit of natural and expressive motion, not merely as physical accomplishments, but as the outward sign and symbol of our common culture and civilization; and that he should learn that the behaviour of the physical universe is not arbitrary or capricious, but governed by principles some at least of which it is possible for him to grasp.

The school, then, by its activities, should stimulate the child towards the harmonious development of his physical and intellec-

tual powers. But the school should also join with the home and the church in the effort to guide the child in the formation of desirable attitudes. The curriculum, therefore, while it does not prescribe a course in morals nor include religion as a separate subject, should be pervaded by the spirit of religion. In all the activities of the school the child should be led to love mercy, to do justly, and to walk humbly. How these attitudes may best be developed must be left to the judgment of the individual teacher, whose unconscious influence is, perhaps, his strongest ally. One or two suggestions, however, may be useful. The reverent singing of simple hymns should give the child an opportunity of joining with his fellows in an act of common worship. The parables of Jesus and the great human stories of the Old Testament should be made the familiar possession of every child. This should be done largely by oral narration, and the narrative should be imbued with the spirit of the original story and animated by the actual words of Scripture. Finally, nothing should be done to lead children to the impression that religion is something apart from and superimposed upon the life of the school. The teaching of religion can have no greater assistance than through the constant practice of the Christian virtues in the daily life of the school.

In the foregoing paragraphs an attempt has been made to rest the curriculum upon sound general principles as enunciated in the Hadow Reports. It remains to add some suggestions as to how it may be administered in accordance with these principles.

1. The curriculum is arranged in six successive grades or levels of attainment. It must not be assumed that the work of each grade shall necessarily require a full school year. The grading has been done, on the best advice of practical teachers, to fit the yearly progress of ordinary children, but teachers everywhere will find "bright" children who can pass through the six grades in five years or even in four. In certain cases this acceleration will be advisable, and the curriculum has been arranged to permit, in individual cases, of easy promotion from one grade to another. In many cases the "bright" children, instead of being accelerated, should be given an enriched programme, and for this, too, ample provision has been made. In large urban schools it might be advisable to arrange three streams of children, one doing the work as outlined year by year, one doing the same work

but more rapidly, and one doing considerably more each year than is required.

2. In some of the courses two or three grades may be combined and the work arranged in successive cycles as suggested in the case of Science. Indeed the only courses that are definitely sequential are Arithmetic and, in Grades I, II, III, Reading and Writing. When children of different grades join in a common activity it is only necessary to arrange that the more difficult phases of the work should be undertaken by the more advanced pupils, and to remember that the same sort of results should not be expected of all. It is hoped that the cycle arrangement will be tried as a method of simplifying the programme of the ungraded school, and may even find acceptance in graded schools, particularly where two or three grades are taught by one teacher.

3. In many of the courses as outlined the teacher is asked to select topics that will prove interesting and useful to the children of his class. It is obvious that the same topics will not be appropriate to a mining area in Northern Ontario, to an agricultural district in the Western Peninsula, and to an industrial city like Toronto or Hamilton. And within any specific area the choice of content will be conditioned by the teacher's own interests and training, by the available sources of information, and by the interests, needs, and capacities of the children. For this and other reasons it is strongly urged that each teacher choose for himself the topics around which to centre the experiences and activities of his children. This freedom of choice on the part of the individual teacher will make uniform standards of attainment in any given grade impossible. This is as it should be. The elementary school has no business with uniform standards of *attainment*. Its business is to see that children grow in body and mind at their natural rate, neither faster nor slower, and if it performs its business properly there will be as much variety of attainment as there is of intellectual ability. The only uniformity at which the elementary school should aim is that every child at the end of the course should have acquired the power to attack new work and feel a zest in doing so.

4. The absence of uniformity in the rate at which the children progress, in the extent of the field they explore, and in the nature

of the topics selected for exploration, will reduce the value of external examinations. This, too, is as it should be. If the curriculum is properly drawn it should so fit the capacities and interests of children that they will find in the experiences and activities of the classroom a good and sufficient motive for learning, without the unwholesome pressure of a "promotion" examination. The teacher will test his children at frequent intervals to determine whether they are acquiring the necessary skills, and on the evidence of such tests modify, if necessary, his teaching or plan remedial training for certain individual children. But anything in the nature of a final examination to measure the physical, intellectual, and spiritual growth of children is not only unnecessary but is prejudicial to such growth.

5. The abandonment of external examinations as the sole basis of "promotion" will make it unnecessary to devote the month of June to tedious drill on factual material. In June as in September the children should be enjoying new experiences and engaging in new activities instead of merely reviewing old "facts" for the sole purpose of reproducing them on an examination. Information that is interesting and useful is retained in virtue of its interest and use, not in virtue of its having been "crammed" for an examination—a fact of which we are all witnesses. What is necessary, then, if we wish children to retain certain "facts" is not to require that they be memorized for an examination, but to clothe those facts with interest and provide opportunities for their use—this, we think, teachers can and will do if given the necessary freedom.

6. The flexibility of the curriculum herein presented and the necessary abandonment of uniform examinations in the elementary grades will oblige teachers to give serious consideration to the problem of appraising the results of their efforts to develop in their pupils "useful abilities and desirable attitudes." The problem is, of course, an individual one and the teacher's appraisal must in many particulars be based on facts specific to his situation. There are, however, certain general factors that may enter into any such appraisal. First of all, the teacher should be sure that his pupils are living in clean, cheerful surroundings, are cultivating desirable health habits as evidenced in their clean, alert, happy appearance, and are developing proper attitudes towards health as shown by their interest in all the activities

relating to personal and community health. Secondly, the teacher should satisfy himself that his pupils are acquiring the necessary skills. Do they read ordinary prose and poetry at sight with ease and comprehension? Can they read orally, recite verse and speak their lines in a play so that their auditors grasp the author's ideas and emotions? Do they express their own thoughts easily and accurately in speaking and in writing? Is their handwriting neat and legible and done with fair speed? Have they reasonable facility in the use of numbers for ordinary purposes? Do they sing with good tone and evident enjoyment? Are they gaining in power to express their ideas in some form of art? Can they amuse themselves in playing various outdoor and indoor games? Finally, the teacher should be concerned with the attitudes his pupils are developing in their work and play. Are they genuinely interested in the reading they are doing, and in the activities connected with the social studies and natural science? Are they thus acquiring interest in an ever widening world and in the fuller understanding of it? Does this interest manifest itself in independent reading, in voluntary language exercises, in various forms of art and handwork, and in worthwhile enterprises? In such enterprises are they learning co-operation, courtesy, thoroughness, singleness of purpose, self-control and "the joy of the working?"

7. The following paragraphs from Circular 82, issued under authority of the Minister of Education in April, 1937, apply with new force and significance to schools using the curriculum herein presented.

"The Minister urges the Inspectors to discourage, even more than they have done in the past, unreasonable requirements in the matter of homework for pupils in the elementary school. These children are at a period when vital energies are largely consumed in physical development, and consequently they must have time for rest and recreation. The school has no excuse for infringing upon the right of the children to sufficient time for sleep and play, and the right of the home to direct their activities outside of school hours. There can be no doubt that both of these rights are seriously encroached upon by the prescription of homework, ill-chosen in character and excessive in quantity. For pupils in Grades I to VI there is ample time during the school day to cover the course satisfactorily without burdening them with additional school work to be done at home."

"Supervised work in the classroom may well be substituted for many of the exercises that pupils are at present required to do at home. In order that the pupils may have adequate opportunity for seat-work, including independent study, the revised Regulations require that the teacher's time-table shall be so arranged that each child may have at least one and a half hours each day for this purpose. One of the charges frequently brought against the elementary school is that the pupil is not trained to study independently or to work out things for himself. The ungraded rural school, and the school with at least two grades in a classroom should not be open to this charge, for in such schools, because of the nature of the organization, opportunity must be given to classes to study by themselves. If such study periods are properly directed, there should be no question of the pupil's developing habits of independent study. It is in the case of graded schools in which there is only one class in a room that difficulty in this connection is likely to occur. Here the teacher often considers it his duty to teach his class continuously throughout the school day. Such a practice gives little opportunity to develop initiative, independence, or self-reliance. This deficiency may be removed either by organizing the school in such a way that each classroom will have two different grades—a plan that is favoured by many Inspectors—or by dividing the class into two sections for certain of the school subjects. While one section is being taught, the other section may be engaged in seat exercises or study. There can be no doubt that the judicious alternation of teaching lessons and study lessons will result not only in more rapid progress in learning but also in the development of proper habits of study."

References:

Board of Education: "Handbook of Suggestions for Teachers." His Majesty's Stationery Office, London, 1937.—.50.

Hadow et al: "The Primary School." His Majesty's Stationery Office, London, 1931.—.50.

Norton and Norton: "The Foundations of Curriculum Building." Ginn & Co., Montreal, 1936.—2.50.

Pressey, S.L: "Psychology and the New Education". Harper and Bros., New York, 1932.—2.50.

Russell, R. L.: "The Child and His Pencil—Adventures in a Country School." Allen & Unwin, London. (Thos. Nelson & Sons, Toronto), 1935.—1.00.

Tiegs, E. W.: "The Management of Learning." Longmans Green & Co., 1937.—2.80.

HEALTH

INTRODUCTION

Under the heading of Health are to be included those experiences incident to school life which favourably influence habits, knowledge, and attitudes relating to individual and community health.

The importance of these experiences will be challenged by no one who realizes that physical and mental health is the basis upon which all education must necessarily be founded. To live well is desirable but it is necessary first to live, and in order to live fully one must know and practise health habits.

Among the school experiences relating to health are to be included health service, health education, and physical training. Health service includes the maintenance of healthful surroundings, the provision, where feasible, of regular health examinations, the morning inspection of the children, the control of communicable diseases, and provision for rendering first aid in cases of emergency. Health education includes the development of proper health habits, backed at suitable age levels by knowledge of the scientific principles involved. Out of such instruction should emerge desirable attitudes towards personal and community health. Physical training includes free play, games, drills, and dances in the classroom and out of doors, together with exercises designed to develop and maintain physical efficiency.

Health should be regarded not simply as a "subject" of the curriculum but as a programme pervading the whole life of the school, not as the mere routine practice of health habits but as an ideal, the inculcation of which is no less important for national life than is that of the ideals of truth, goodness, and beauty.

The health programme should be arranged largely on the basis of the immediate needs of the children, with special consideration of any individuals who are "deviates" physically or mentally.

Mental health should be considered as carefully as physical health and no practices tolerated that are likely to be prejudicial to the mental health of any child. In general mental health seems to be related to happiness and happiness for young children depends upon activity, attended by reasonable success.

Verbal instruction in the Grades I, II, III should be minimized; indeed it may well be confined to the explanation of health habits, safety rules, and physical exercises. In the Grades IV, V, VI instruction on the nutrition and nurture of the human body should be included among the topics dealt with in the Science course. Discussion of the injurious effects of alcohol is probably better deferred until the children reach Grades VII, VIII, IX. The teacher, however, by his own example and by precept, when opportune, should do all in his power to develop in the children under his care desirable attitudes towards temperance, and, in particular, a genuine respect for sobriety.

The activities engaged in for physical training should be in harmony with the interests, capacities, and needs of the children, and should be at once *joyous and disciplined*, providing for vigorous and happy self-expression, *not* suppression. The play spirit should be emphasized and pupil leadership used as much as possible and distributed as widely as possible. Into all these activities the teacher should enter with zest and enjoyment, sometimes as leader, sometimes as follower.

In rural schools, particularly, the noon lunch affords an excellent opportunity not only for effective health education but for training in good manners and other social amenities. To the thoughtful teacher the possibilities will be apparent, and the difficulties involved in making satisfactory arrangements for an orderly and healthful lunch easily overcome by the resourceful teacher.

The goal in all health education should be health behaviour—not what a child knows about health, but what he does; and the results of the teacher's efforts should be appraised in terms of the children's intelligent interest in the work as evidenced in their own apparent mental and physical health.

The teacher should familiarize himself with the regulations regarding the school property as set forth in Circular No. 56-A, and should add his influence to that of the inspector in urging the local authorities to comply, as far as possible, with those regulations, especially as they relate to the health of the pupils. The suggestions given in the next section of this curriculum are offered in the hope that they may be useful as a guide to the teacher in his own efforts to secure a healthful environment for the children under his care.

HEALTHFUL SURROUNDINGS

The School Grounds:

Grass neatly cut.

Weeds pulled and burnt.

Swings, teeters, etc., inspected regularly.

Trees and shrubs cared for, and if necessary, planted.

Flower beds and borders developed.

Toilets:

Outdoor toilets kept clean:

The use of chloride of lime is recommended.

Toilet paper supplied.

Trellis-work screens with vines:

A useful project in handwork for the older boys.

Chemical toilets maintained according to instructions.

Water Supply:

Wells covered with concrete.

The well pumped out after the summer vacation.

The water tested at least once a year.

Sterile bottles and instructions are issued free—

Apply to the Department of Public Health.

Containers kept scrupulously clean.

Individual cups provided.

The School Building:

The building should be attractive in appearance:

All outside woodwork neatly painted.

Shrubs, vines, and window boxes, etc.

A scraper, or mat, or broom at the door.

The porch kept clean and inviting:

A child may act as "porch monitor."

Cloakrooms provided for each classroom:

- A portion of the room neatly screened off.
- Low hooks neatly labelled.
- Neatness and cleanliness carefully maintained.

Classrooms:

Arrangement of furniture studied:

- Convenience, economy of space, etc.

Walls and ceiling tinted in cheerful colours.

Three or four good pictures in suitable frames.

A bulletin board for *temporary* pictures.

Floors scrubbed at least once a month.

Floors swept daily after school hours:

- A sweeping compound should be used.

- The use of oil on floors is not recommended.

The general effect should be as "homey" as possible:

- Plants, flowers, pictures, curtains, etc.

Lighting:

Children properly seated in relation to light.

Windows washed regularly.

Adjustable blinds properly used.

Transparent paper or muslin curtains may be used.

Suitable colours used in decoration.

Artificial lighting provided where possible.

Ventilation:

Windows opening from the top and the bottom.

Window boards properly fitted:

- A useful project for the older boys.

Storm sash hinged at the top.

The room aired frequently:

- At every recess.

- During physical training periods.

Heating:

A fairly uniform temperature maintained.

Fairly even distribution of heat secured:

Screened radiators in urban schools.

Jacketed stoves in rural schools.

The proper humidity of the air maintained:
The purchase of an hygrometer is sound economy.

Seating:

Desks and seats properly adjusted:
Fatigue and defective posture are often due to seating.
Desks in ungraded schools of assorted sizes.
Tables and chairs provided for group work:
Might be used instead of traditional desks.

Wash Room:

Part of each cloakroom might be equipped as a wash room.
A corner of the classroom might be screened off:
Making and decorating screens a useful project.
Basins, paper towels, and liquid soap provided.
Arrangements made for disposal of waste water:
The position of "washroom monitor" is eagerly coveted.

Blackboards:

Slate boards are recommended.
Blackboards if painted should not shine.
A narrow platform below the blackboard is useful:
Eighteen inches is a suitable width.
Slate boards should be cleaned with coal oil.
Painted boards should be cleaned with a damp cloth.
Blackboards may easily be ruled with a wax crayon.

Teacher:

Good physical and mental health.
Unconquerable optimism.
A saving sense of humour.
Scrupulous cleanliness in person and dress.

HEALTH EXAMINATION

Annual Examination:

By a doctor or nurse, if available:
Co-operation of the teacher.
Advice, if necessary, to the parents.

By the teacher, if necessary:

Measurement of height and weight—

Use of a chart.

Whispering test for hearing.

Use of the Snellen Eye-Test chart.

Inspection of teeth:

Attention to six-year molars.

Examination of throat:

Note persistent mouth breathing.

Daily Examination:

Vigilant watch for symptoms of illness.

Pallor or persistent flush.

Rash or skin eruptions.

Coughing and sneezing.

Running nose.

Red eyes.

Sore throat.

HEALTH HABITS

Established by Morning Inspection:

Extra clothing removed—sweaters, rubbers.

Face, hands, finger-nails, neck, ears clean.

Hair neatly brushed.

Teeth clean.

Clean handkerchief.

Clean shoes.

Established by Daily Supervision:

Washing after using toilet—paper towels.

Covering mouth and nose when coughing or sneezing.

Keeping fingers and pencils out of mouth.

Blowing nose properly.

Breathing through the nose.

Playing out of doors in safe places.

Playing and working happily.

Encouraged by Weekly Discussions:

Warm bath at least once a week.
Hair washed frequently.
Clean stockings and underwear.
Three glasses of milk a day.
Vegetable or fruit every day.
Reading only in good light.
Good bedtime habits—

Early to bed, 7-8 o'clock (Grades I, II, III).
Clean to bed—hands, face, teeth, night-dress.
Light covers.
Low pillows.
Open windows.

Encouraged by Timely Suggestion:

Gargling with salt and water.
Using cod-liver oil in winter time.
Avoiding drinking impure water in summer.
Visiting the dentist—twice a year.
Caring for chapped hands.
Observing safety rules (Health Instruction).

HEALTH INSTRUCTION

Grades I, II, III:

Simple rules on the care of the body.
Incidental explanations regarding health habits.
Safety rules—stories and pictures:

 Crossing the street or the highway safely.
 Walking on the highway safely.
 Playing in safe places (coasting, swimming, etc.).

First Aid—Dramatization of "What to do":

 When the nose bleeds.
 When something is in the eye.
 When cut or scratched.
 When clothing takes fire.

Grades IV, V, VI:

Simple facts of physiology and hygiene (See Natural Science).
Rationalization of health habits.

Safety codes made by the children:

- Safety on the highway.
- Safety in play.
- Safety in using fire.
- Prevention of accidents in the home.

First Aid—Demonstrations of “What to do”:

- In case of drowning.
- When some one is choking.
- When anyone faints.
- When an ankle is sprained.
- When bleeding is alarming.
- When stung by a wasp or bee.
- When “poisoned” by poison ivy.

PHYSICAL TRAINING**Free Play:**

Part of each recess given over to free play.
Supervision informal and unobtrusive.

Playground Games:

Two periods of ten or fifteen minutes a day.
At least ten outdoor games learned by every child—
Directed by the teacher or an older pupil.
Children in groups if necessary.

Indoor Games:

Played only in inclement weather.
At least five indoor games learned by every child—
Careful supervision needed.

Singing Games:

Games learned in class—
Played out of doors whenever possible.
List of Records on pages 125 to 127.

Folk Dances:

Traditional European dances—

Learned in class.

Practised out of doors.

List of Records on page 136.

“Setting-up” Exercises:

Two or three minutes at a time as needed.

Designed to improve posture, grace, etc.

Imitative games in Grades I, II and III—

Aeroplane, Rabbit, Train, etc.

Exercises in Grades IV, V and VI:

From the Syllabus of Physical Training, 1933—

Selections from Tables 1-30.

Arranged in continuous rhythmical sequence.

Athletics (Grades IV, V and VI):

Training in running and jumping—

No emphasis upon competition.

Use of a table of norms for age, height and weight.

See Neilson and Van Hagen.

BOOKS FOR THE CHILDREN

Andress: "A Journey to Health Land." Ginn.—.80.

Andress: "The Sunshine School." Ginn.—.80.

Andress: "Wide Awake Schoool." Ginn.—.60.

Burkard: "Health Stories and Practice." Ryerson.—.70.

Charters: "From Morning Till Night." Grade I. Macmillan.—.64.

Charters: "Happy Days." Grade II. Macmillan.—.64.

Charters: "Good Habits." Grade III. Macmillan.—.64.

Cobb: "Chalk Talks on Health and Safety." Macmillan.—.80.

Jones: "Keep Well Stories for Little Folk." Lippincott.—.68.

Phair et al: "The Joy Family." Copp Clark (in preparation).

Roberts: "Safety Town Stories." Ryerson.—.75.

Towse: "Health Stories I, II, III." Gage. I—.64, II—.72, III—.80.

Turner et al: "The Joy Family." Copp Clark.—.40.

Turner et al: "The Voyage of Growing Up." Copp Clark.—.60.

Whitcomb: "My Health Habits I, II, III." Gage. I—.64, II—.72, III—.80.

Books for the children of Grades IV, V and VI are included with those listed under Natural Science.

REFERENCES FOR THE TEACHER

Health Education:

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ENGLISH

INTRODUCTION

English rightly occupies first place among the intellectual exercises of the elementary school. It is of prime importance that children learn to speak and write their mother tongue clearly, accurately, and gracefully, and to use good books as a source of information and pleasure.

The course in English accordingly includes reading, oral and silent, and language exercises, oral and written. Under reading are included specific training in learning to read, practice in "audience" reading, verse speaking and dramatization, regular exercises designed to improve the children's ability to comprehend and enjoy what they read, and abundant private reading in school and out. Under oral language are to be included exercises such as informal conversation, story-telling, reporting on private reading, and, where necessary, corrective exercises. Written language will include training in sentence and paragraph structure, the writing of simple letters, exercises in verse-making and play-writing, and the gradual acquisition of skill in the mechanics of written language—punctuation, spelling, and writing.

The most important phase of the English course is supplementary reading. Indeed its importance can scarcely be overestimated. When a child has learned to read, he will in large measure educate himself, provided he has enough suitable books and proper guidance and encouragement in their use. Such extensive reading should be regarded not merely as a source of information but as a desirable form of recreation. The child who has learned to love reading is not only likely to continue his education all through life, but is prepared profitably to enjoy his leisure—a consideration of no small importance.

- To cultivate properly the love of reading and to form the habit of finding in books information and enjoyment, children

must have ready access to books. Every classroom, then, should have a small library of well-chosen, attractive books—well-chosen in that they appeal to the natural interests of children, and attractive in size, binding, and general format. The needs of the younger children in this regard should receive particular attention as they are less likely to find for themselves books which they can read with pleasure and profit. The practice of purchasing sets of books should be discontinued. Forty different books are of much greater value in a classroom than forty copies of the same book.

Of all the language exercises of the elementary school none is more important than those designed to train the children in easy, natural, idiomatic speech. Valuable as are written exercises, they must not be permitted to usurp the place of oral work. Informal conversation, class discussion of enterprises accomplished or projected, the telling of stories, reports on private reading—all these and numerous other school activities afford opportunities for training in oral languages.

Children should learn to take a pride in clear vocalization and distinct articulation, and to feel something of the dignity which is added to life when men use with care and respect the beautiful instrument of discourse which they have inherited from their forefathers. Audience reading, verse speaking, singing, and drama are the obvious occasions for the formal cultivation of good voice production and seemly speech, but there should be constant attention to the language of the pupils in *all* school activities.

Corrective exercises in speech should be largely individual and specific. There is a place, of course, for language games in which all the children join with pleasure; but to drill an entire class on speech errors of which only a few are guilty is an obvious waste of time. Not all children are prone to make the same errors; not all should receive the same remedial training. And the training they receive should be based on the errors they actually do make.

Written exercises in language should emerge naturally from the work and play of the children in school and out. The activities in the social studies and in natural science especially may give rise to interesting and useful work in written language. It is a matter of no small importance, however, to realize that children of the elementary school should not be given too many written exercises. Their written work at this stage should be the short and refreshing exercises of an untired mind.

In *all* the written work of the school a high standard of neatness in arrangement, legibility in writing, and accuracy in spelling should be maintained by careful supervision, judicious commendation, and, if necessary, remedial exercises. Except for such exercises which, of course, will be individual and specific, formal lessons in the mechanics of written language may well be abandoned.

While some of the language exercises of the elementary school will be reproductive in character, a great many should be definitely creative. Opportunities for creative work will be found in the telling or writing of original stories, in verse making, and in the writing of plays for classroom performance. Such creative work should not, of course, be judged by adult standards, and should be undertaken not for the sake of the work produced but for the training received and the pleasure experienced by the children in the process.

The simplification of the dual task of teaching the elements of reading and writing to beginners, which arises from the use of a single alphabet, is so well recognized that print script writing is now almost universal in primary classes. The print script alphabet has the two great advantages of extreme simplicity and great legibility, so that for young children (and those of a low mental age) it would appear almost essential. As the children grow in muscular control and in the desire to write as adults do, they may be introduced to ordinary cursive writing, mastering the difficulties of joinings, suitable slant, the use of the pen, and rhythm, *one by one* in successive grades, so that by the age of twelve they should be able to write in ink with good legibility and fair speed.

GRADE I**Conversation:**

Happy natural conversations:

Teacher and children—a social group—

Not in straight lines.

Source of material for earliest reading.

One form of exercise to follow most reading.

An important phase of all the activities of the class.

Most important form of language training.

Spontaneity and naturalness to be encouraged.

Mental noting of errors for later drills.

Reading:

Blackboard sentences:

Growing out of conversation—

Stimulating pictures are useful.

Sight words and phrases:

Names, action words, describing words, etc.

Cards and booklets:

Blackboard sentences, etc., in the children's hands.

Pre-Primers:

Several should be read by each child.

Phonic Drills:

Training in recognizing new words.

Primer—"Mary, John and Peter:"

Training in oral and silent reading.

Supplementary Books:

Primers and story-books.

One or two collections of little poems.

Each child to read at least twenty books.

Verse Speaking:

Memorization of poems:

Some memorized by the class—thirty or forty.

Some memorized by individuals—their own choice.

Poems spoken individually:

Audience situation.

Training in natural effective verse-speaking.

Occasional "concerts":

Each child speaking a bit of verse.

Story Telling:

Listening to stories told or read:

No formal exercises—sheer enjoyment.

Formation of a "Listen Awhile Club."

Dramatizing stories heard or read:

Simple one-incident stories.

Telling stories heard or read:

Use of an audience situation.

Telling stories of personal experiences:

Work, play, outings, etc.

Dramatization:

Simple pantomiming:

Action words, and sentences as read.

Original pantomimes:

Other children to guess.

Pantomiming stories:

Stories read or heard.

Stories suggested by pictures.

Dramatizing stories read or heard:

Action, costumes, etc., suggested by children.

Bits of dialogue memorized—

From the book or the blackboard.

Bits of dialogue improvised.

Encouragement of children's own efforts.

✓ Verse Making:

Giving words that rhyme with others:

Orally at first, later as seat work.

Supplying a missing rhyme in a couplet:

Spoken by the teacher.

Read from the blackboard.

Copying couplets and filling in the rhymes.

Letter Writing:

Letters written only as need arises:

Invitations to parents or other classes.

News letter to absent classmates.

Composed by teacher and children:

Written on the blackboard by the teacher.

Copied by the children.

Word Study:

Giving words that mean the opposite.

Giving words that mean the same.

Supplying missing words in sentences:

A valuable reading exercise:

Choosing the better of two words to fill a gap.

Sentence Study:

Encouragement of sentence answers.

Use of sentences in conversations.

Development of picturesque sentences.

Copying of blackboard sentences.

Use of sentences in seat exercises.

Paragraph Study:

Listening to spoken paragraphs:

Noting number of sentences—

Falling inflections and pauses.

Practice in saying two or three sentences about one thing.

Training in separating spoken sentences:

Avoidance of "and" and "so" habits.

Use of falling inflections and pauses.

Copying blackboard paragraphs (stories):

Two or three sentences.

Each one on a new line.

Making little booklets:

Folding, punching, tying, colouring.

Copying in "stories."

Making class books:

Each pupil makes a page.

Corrective Exercises:

Based on children's speech errors:

Mentally noted in conversation, etc.

Arranged as games.

Practice for those who need it most.

Incidental corrections in all oral work:

No fuss to be made about an error.

Spontaneity not to be killed.

Mechanics:**Use of the capital letter:**

Proper names, I, beginning of a sentence.

Use of the period and question mark.**Use of margins.****Mechanics learned by use:**

No rules to be taught.

Spelling:

No formal spelling lessons.

Incidental learning.

Careful supervision of all written work.

Oral spelling in games in the third term:

Based on the Gates List.

Writing:

Use of print-script writing in all blackboard and seat work.

Blackboard writing of sight words, etc.

Writing at seats with large, soft pencils.

Emphasis upon correct posture and holding of the pencil.

Use of standard print-script forms.

Insistence on neatness and care.

Attainment of a speed of about twenty letters per minute.

Special treatment of left-handed children.

GRADE II**Conversation:**

Constant practice in informal conversation.

Encouragement of naturalness and spontaneity:

Tact in correction of errors.

Avoidance of "parrot answers."

Mental noting of errors for later drills.

Dramatization of typical conversations:

Answering the door-bell.

Answering the telephone.

Greeting a friend, etc.

Reading:

Regular use of the Reader:

Training in oral and silent reading.

Phonic Drills:

Training in recognition of new words.

Word building exercises.

Supplementary Books:

Readers and story-books.

One or two books of poetry.

Regular periods for reading.

Free reading in leisure time.

Informal oral reports on books read.

Each child to read at least twenty.

Verse Speaking:

Memorization of poems and extracts:

Minimum of about twenty passages.

Some memorized by the whole class.

Some chosen by individuals.

Training in effective verse speaking:

Individual and choral work.

No written work to be required.

Story Telling:

Telling stories to entertain the class:

Heard at home.

Read in books.

Listening to stories told by the teacher:

Carefully prepared and effectively told.

Dramatization:

Regular use as a form of expression:

Following silent reading.

As a phase of other activities:

Health, Social Studies, Science.

Occasional use for entertainment:

Encouragement of originality—

Planning action.

Devising costumes, etc.

Verse Making:

Recognition of simple rhythms:

Rhythmic responses of various kinds.

Galloping, marching, swinging, rocking, etc.

Co-operative verse building:

Line by line on the blackboard.

Supplying rhymes in simple stanzas:

Oral and written work.

Letter Writing:

Use of every opportunity as it arises.

Usually a co-operative blackboard exercise:

Carefully copied by the children.

Matters of form learned incidentally.

Word Study:

Supplying missing words in sentences.

Using new words found in stories.

Word building games.

Sentence Study:

Completing half sentences.

Finding the ends of sentences in undivided paragraphs:

Putting in "stop" signs, spaces, and capital letters.

✓ Paragraph Study:

Saying three things about a game, a pet, etc.:

Indication of where each sentence ends.

Building co-operative blackboard paragraphs.

Making Animal Books, Flower Books, etc.:

Picture and paragraph on each page—

A gift for some one.

Corrective Exercises:

Oral drills, in game form, as needed.

Tactful correction of speech errors in all oral work.

Mechanics:

Correct use of capital letters.

Simple uses of punctuation marks:

Learned by use, not by rule.

Attention to margins, headings, etc.

Vigilant supervision of all written work.

Spelling:

Regular use of the New Canadian Spelling Book.

Vigilant supervision of all written work.

Special study of each poor speller:

Special training in individual cases.

Writing:

Use of print-script in all blackboard and seat work:

Gradually reduced in size.

Attainment of a speed of about thirty letters per minute.

Neatness and care in *all* written work:

Soft pencils and paper with foolscap ruling.

Emphasis upon correct posture and pencil holding.

GRADE III**Conversation:**

Constant practice in informal conversation.

Encouragement of naturalness and spontaneity:

Tact in correction of errors.

Avoidance of "parrot answers."

Mental noting of errors for later drills.

Dramatization of typical conversations:

Answering the door-bell.

Answering the telephone.

Greeting a friend, etc.

Reading:

Regular use of the Reader:

Training in oral and silent reading.

Supplementary Books:

- Readers and story-books.
- One or two books of poetry.
- Regular periods for reading.
- Free reading in leisure time.
- Informal oral reports on books read.
- Each child to read at least twenty books.

Verse Speaking:

Memorization of poems and extracts:

- Minimum of about twenty passages.
- Some memorized by the whole class.
- Some chosen by individuals.

Training in effective verse speaking:

- Individual and choral work.
- No written work to be required.

Recording of favourite passages:

- Anthologies made by children.

Story Telling:

Telling stories to entertain the class:

- Heard at home.
- Read in books.

Use of direct narration encouraged.

Use of new words commended.

Listening to stories told by the teacher:

- Carefully prepared and effectively told.

Occasional written stories:

- Followed by oral reading.

Dramatization:

Regular use as a form of expression:

- Following silent reading.
- As a phase of other activities—
Health, Social Studies, Science.

Occasional use for entertainment:

- Encouragement of originality—
Planning action.
Devising costumes, etc.
Improvising dialogue.

Practice in written dramatization:

- Turning narrative into drama.

✓ **Verse Making:**

Recognition of simple rhythms:

Rhythmic responses of various kinds.

Co-operative verse building:

Line by line on the blackboard.

Supplying rhymes in simple stanzas:

Oral and written work.

Imitating stanzas in poems read:

Rhythm and rhyme.

Oral reading of successful efforts.

Letter Writing:

Use of every opportunity as it arises.

Usually a co-operative blackboard exercise:

Carefully copied by the children.

Matters of form learned incidentally.

Occasional "spontaneous" letters:

To a classmate who is ill.

For a post-office lesson.

For birthday messages, etc.

"Thank you" letters for gifts, favours, entertainment, etc.

Word Study:

Exercises on synonyms, opposites, homonyms.

Supplying missing words in sentences.

Selecting effective words in stories read.

Choosing the best word of a group offered.

Using new words found in stories.

Correct use of easy idiomatic expressions.

Word building games.

Sentence Study:

Completing half sentences.

Combining broken sentences.

Finding the ends of sentences in undivided paragraphs:

Putting in "stop" signs, spaces, and capital letters.

Different ways of saying a thing:

Same words in different order.

Different words.

Paragraph Study:

Saying three things about a game, a pet, etc.:

Indication of where each sentence ends.

Building co-operative blackboard paragraphs.

Arranging in proper order sentences given.

Making Animal Books, Flower Books, etc.:

Picture and paragraph on each page—

A gift for someone.

Corrective Exercises:

Oral drills, in game form, as needed.

Occasional written exercises.

Tactful correction of speech errors in all oral work.

An occasional "campaign."

Mechanics:

Correct use of capital letters.

Simple uses of punctuation marks:

Learned by use, not by rule.

Attention to margins, headings, etc.

Vigilant supervision of all written work.

Spelling:

Regular use of the New Canadian Spelling Book.

Attention to spelling in all written work.

Special study of each poor speller:

Special training in individual cases.

Writing:

Introduction of cursive writing in Grade III:

New forms and joinings.

Blackboard writing at first.

Regular training lessons during transition.

Neatness and care in *all* written work:

Soft pencils and paper with foolscap ruling.

Emphasis upon correct posture and pencil holding.

✓ Attainment of a speed of about forty letters per minute.

GRADE IV

Conversation:

Informal conversations in school and out:

- Arranging games.
- Planning activities and enterprises.
- Discussing books, pictures, etc.—
- Attention to the quality of the conversation—
- Not mere “talk.”

Definite training lessons:

- Telephone conversations.
- Introductions and greetings.
- Answering the door-bell.
- Receiving guests.

Regular practices in the form of dramatizations:

- Development of courtesy and ease.

✓ Occasional written exercises.

Reading:

Regular use of the Reader:

- Training in oral reading—
- Largely individual.
- Directed towards remedying specific defects.

Training in silent reading—

- Daily exercises to improve comprehension—
- Oral discussion of passage read.
- Answers to questions on the content:
- Orally and in writing.
- Sometimes from memory.

Training in special kinds of reading—

- To secure detailed information.
- To get a general idea of the content.

Audience Reading:

Use of every opportunity to have children read aloud:

- Reading of the morning Scripture passage.
- Reading of letters received.
- Reading to entertain others—
- Original compositions in prose and verse.
- Lovely poems or songs.

Stories or parts of stories in the "Story Hour."
 Reading for expression—
 Conclusion of "appreciation" lessons.
 Frequent reading by the teacher:
 Setting a high standard of excellence.

Reading for Appreciation:

Study of selected passages of prose and poetry:
 Largely from the Reader.
 Attention to such features as:
 Effective words and phrases.
 Pretty word pictures.
 Examples of word music.
 Touches of humour.
 Striking comparisons.
 Choice of title.
 Avoidance of such practices as:
 Drilling on "meanings."
 Minute analysis.

Supplementary Reading:

Reading by each child of at least twenty books.
 Regular period every day for reading:
 Informal *interested* supervision.
 Free reading in spare time:
 A book in every desk.

Reading Tests:

Frequent use of informal tests.
 Standardized tests at least quarterly:
 Remedial treatment if required.

Verse Speaking:

Memorization of suitable passages:
 ✓ Minimum of about two hundred lines.
 Selection by teacher and children.
 Several from the Reader.
 Several from anthologies, etc.

- ✓ Regular practice in speaking verse:
 - ✓ Individual work and choral work.
 - Audience situation frequently—
 - Kindly discussion of children's efforts—
 - Posture, enunciation, naturalness, etc.
- No written tests.

Story Telling:

- Teacher telling a story occasionally:
 - Ostensibly as a treat, really as a lesson.
- Regular training for the children in story telling:
 - Posture, enunciation, gestures, etc.
 - Effective arrangement of incidents.
 - Use of effective words, of direct narration.
 - Elimination of "and," "so," and "then" habits.
 - Mental noting of speech errors for later drills.

Occasional "Story Hours":

- Stories found in books or heard outside of school.
- ✓ Stories based on dreams.
- ✓ "Made-up" stories—
 - Based largely on the work in Social Studies and Science.

Dramatization:

- Regular use of dramatization as a class activity:
 - Based on narratives in prose and poetry read.
 - Illustrative of lessons in Health, Social Studies, etc.

Training in speaking lines well:

- Emphasis, tone, rate, enunciation, etc.

Occasional use of written dramatization:

- Rewriting a story from the Reader.

- Improvising suitable dialogue as needed.

Occasional creative work by children:

- Planning, writing, staging.

Verse Making:

- Familiarity with simple rhythms (no technical names).

- Familiarity with simple stanza forms.

- Exercises in supplying good rhymes.

Practice in writing easy stanzas:

- Based on familiar models.

- Done co-operatively and individually.

Letter Writing:

Use of every occasion that requires a letter:

Personal letters—short and long.

Informal notes of invitation, etc.

Proper addressing of envelopes.

Familiarity with usual conventions:

Arrangement of parts, punctuation, etc.—

Learned by use, not by rules.

Establishment of a “Letter Exchange”:

Real *not* imaginary—City to Country.

Word Study:

Use of synonyms, opposites, homonyms.

Employment of idiomatic expressions.

Selection of the right word to use in a gap.

Word-building exercises.

Use of new words in oral and written language work.

Sentence Study:

Exercises to develop “sentence sense.”

Finding the ends of sentences in undivided paragraphs.

Recognition and use of various sentence forms:

Statement, question, command, exclamation.

Practice in saying a thing in different ways.

Paragraph Study:

Study of good paragraphs in the Reader and elsewhere:

First sentence, last sentence, middle sentences.

Recognition of “unity” as essential in a good paragraph:

Detection of an irrelevant sentence in a paragraph.

Building of co-operative blackboard paragraphs.

Arranging four or five given sentences in paragraph form.

Noticing the reason for a new paragraph in a story:

Important change in time or place or circumstances.

Correct Forms:

Oral drills on errors of frequent occurrence.

Choosing the correct form of a word to complete a sentence:

Where two forms are given.

Where no form is given.

Occasional written exercises following oral drills.

The Use of the Dictionary:

Training lessons as required:

Arranging words in alphabetical order.

Finding words in a children's dictionary.

Learning to use the dictionary for spelling.

Constant use of the dictionary for reference.

mechanics:

Various uses of the capital letter.

Familiarity with common uses of period, comma, etc:

Learned inductively in reading and writing.

Occasional formal exercises or tests.

Attention to mechanics in all written work:

Heading, margins, spacing, punctuation.

Scrupulous care in all blackboard work.

Spelling:

Regular use of the New Canadian Speller:

As suggested in the Manual.

Study of spelling disabilities:

Remedial treatment as required.

Constant use of the dictionary:

Always available even for tests (except spelling tests).

Use of a special book for dictation exercises:

Personal list posted daily and revised regularly.

Use of various spelling games.

Writing:

Training lessons in cursive writing as needed:

In individual cases.

On specific defects—

Illegible letter forms.

Irregularities in size, slant, spacing.

Regular use of print-script for special purposes:

Maps, headings, notices, etc.

Emphasis upon legibility and neatness in *all* written work:

Special lessons in writing only as suggested above.

Attention to posture and pencil holding.

Occasional use of a Handwriting Scale:

The Ayres Scale is recommended, *pro tempore*, for grading.

Norms for Grade IV:

Quality 46 on the Ayres Scale.

Speed of 50 letters per minute.

GRADE V**Conversation:**

Informal conversations in school and out:

Arranging games.

Planning activities and enterprises.

Discussing books, pictures, etc.—

Attention to the quality of the conversation.

Not mere "talk."

Definite training lessons:

Telephone conversations.

Introductions and greetings.

Answering the door-bell.

Receiving guests.

Entertaining callers, etc.

Regular practices in the form of dramatizations:

Development of courtesy and ease.

Occasional written exercises.

Reading:

Regular use of the Reader:

Training in oral reading—

Largely individual.

Directed towards remedying specific defects.

Training in silent reading:

Daily exercises to improve comprehension—

Oral discussion of passage read.

Answers to questions on the content—

Orally and in writing.

Sometimes from memory.

Training in special kinds of reading—

To secure detailed information.

To get a general idea of the content (skimming).

Audience Reading:

Use of every opportunity to have children read aloud:

Reading of the morning Scripture passage.

Reports on "researches."

Reading of letters received.

Reports of committees.

Reading to entertain others—

Original compositions in prose and verse.

Interesting items from books and papers.

Lovely poems or songs.

Stories or parts of stories in the story hour.

Reading for expression—

Conclusion of "appreciation" lessons.

Frequent reading by the teacher:

Setting a high standard of excellence.

Reading for Appreciation:

Study of selected passages of prose and poetry:

Largely from the Reader.

Attention to such features as:

Effective words and phrases.

Pretty word pictures.

Examples of word music.

Pleasing rhythms in prose and poetry.

Touches of humour.

Unusual rhymes.

Striking comparisons.

Orderly arrangement of paragraphs or stanzas.

Choice of title.

Avoidance of such practices as:

Drilling on "meanings."

Listing topics and sub-topics.

Naming figures of speech.

Minute analysis.

Supplementary Reading:

Reading by each child of at least twenty books.

Regular period every day for reading:

Informal *interested* supervision.

Free reading in spare time:

A book in every desk.

Record of "Books I Have Read":

Form used to be worked out in class.

Individual variations to be encouraged.

Reading Tests:

Frequent use of informal tests.

Standardized tests at least quarterly:

 Remedial treatment if required.

Verse Speaking:

Memorization of suitable passages:

 Minimum of about two hundred lines.

 Selection by teacher and children.

 Several from the Reader.

 Several from anthologies, etc.

Making of a "Golden Treasury":

 Decorations, illustrations, etc.

Regular practice in speaking verse:

 Individual work and choral work.

 Audience situation frequently—

 Kindly discussion of children's efforts—

 Posture, enunciation, naturalness, etc.

No written tests.

Story Telling:

Teacher telling a story occasionally:

 Ostensibly as a treat, really as a lesson.

Regular training for the children in story telling:

 Posture, enunciation, gestures, etc.

 Effective arrangement of incidents.

 Use of effective words, of direct narration, of suspense.

 Elimination of "and," "so," and "then" habits.

 Mental noting of speech errors for later drills.

Occasional "Story-Hours":

 Stories found in books or heard outside of school.

 Stories based on dreams.

 "Made-up" stories—

 Based largely on the work in Social Studies and Science.

Study of good models in the Reader:

Recognition of the "story order":

 How it began.

 What happened.

 How it ended.

Use of direct narration.

Dramatization:

Regular use of dramatization as a class activity:

Based on narratives in prose and poetry read.

Illustrative of lessons in Health, Social Studies, etc.

Training in speaking lines well:

Emphasis, tone, rate, enunciation, etc.

Occasional use of written dramatization:

Rewriting a story from the Reader.

Improvising suitable dialogue as needed.

Interpolating stage directions.

Occasional creative work by children:

Planning, writing, staging.

Verse Making:

Familiarity with simple rhythms (no technical names):

Effects produced by various rhythms.

Familiarity with simple stanza forms.

Exercises in supplying good rhymes.

Practice in writing easy stanzas—

In imitation of familiar models:

Co-operatively and individually.

Letter Writing:

Use of every occasion that requires a letter:

Personal letters—short and long.

Business letters of simple type.

Informal notes of invitation, etc.

Proper addressing of envelopes.

Familiarity with usual conventions:

Arrangement of parts, punctuation, etc.—

Learned by use, not by rules.

Establishment of a "Letter Exchange":

Real *not* imaginary—Province to Province.

Word Study:

Use of synonyms, opposites, homonyms.

Employment of idiomatic expressions.

Selection of the right word to use in a gap.

Word-building exercises.

Practice in classifying words according to meaning:

First under descriptive headings.

Later as nouns, adjectives, etc.

Use of new words in oral and written language work.

Sentence Study:

Exercises to develop "sentence sense."

Finding the ends of sentences in undivided paragraphs.

Practice in combining short sentences.

Recognition and use of various sentence forms:

Statement, question, command, exclamation.

Arranging sentences to secure emphasis as desired.

Practice in saying a thing in different ways.

Paragraph Study:

Study of good paragraphs in the Reader and elsewhere:

First sentence, last sentence, middle sentences.

Practice in completing paragraphs of four or five sentences:

Given the first sentence and the last.

Given only the first sentence.

Given only the last sentence.

Recognition of "unity" as essential in a good paragraph:

Detection of an irrelevant sentence in a paragraph.

Building of co-operative blackboard paragraphs.

Arranging four or five given sentences in paragraph form.

Noticing the reason for a new paragraph in a story:

Important change in time or place or circumstances.

Practice in paragraphing direct narration.

Correct Forms:

Oral drills on errors of frequent occurrence.

Choosing the correct form of a word to complete a sentence:

Where two forms are given.

Where no form is given.

Using the correct form in original sentences.

Occasional written exercises following oral drills.

The Use of the Dictionary:

Training lessons as required:

Finding the proper spelling of a word in the dictionary.

Selecting the appropriate meaning.

Constant use of the dictionary for reference.

Mechanics:

Various uses of the capital letter.

Familiarity with common uses of period, comma, etc.:

Learned inductively in reading and writing.

Occasional formal exercises or tests.

Attention to mechanics in all written work:

Heading, margins, spacing, punctuation.

Scrupulous care in all blackboard work.

Reasonable credit for mechanics in marking (10%).

Spelling:

Regular use of the New Canadian Speller in each grade:

As suggested in the Manual.

Study of spelling disabilities:

Remedial treatment as required.

Constant use of the dictionary:

Always available even for tests (except spelling tests).

Use of a special book for dictation exercises:

Personal list posted daily and revised regularly.

Use of various spelling games.

Writing:

Training lessons in cursive writing as needed:

In individual cases.

On specific defects—

Illegible letter forms.

Irregularities in size, slant, spacing.

Introduction of the pen:

In special training lessons.

In general work.

NOTE:—Sharp pen points are to be avoided.

Regular use of print-script for special purposes:

Maps, headings, notices, etc.

Emphasis upon legibility and neatness in *all* written work:

Special lessons in writing only as suggested above.

Occasional use of a Handwriting Scale:

The Ayres Scale is recommended, *pro tempore*, for grading.

Norms for Grade V:

Quality 50 on the Ayres Scale.

Speed of 60 letters per minute.

GRADE VI

Conversation:

Informal conversations in school and out:

Arranging games.

Planning activities and enterprises.

Talking about books, pictures, etc.—

Attention to the quality of the conversation—

Not mere "talk."

Definite training lessons:

Telephone conversations.

Introductions and greetings.

Answering the door-bell.

Receiving guests.

Entertaining callers, etc.

Regular practices in the form of dramatizations:

Development of courtesy and ease.

Occasional written exercises.**Reading:****Regular use of the Reader:**

Training in oral reading—

Largely individual.

Directed towards remedying specific defects.

Training in silent reading—

Daily exercises to improve comprehension—

Oral discussion of passage read.

Answers to questions on the content—

Orally and in writing.

Sometimes from memory.

Training in special kinds of reading—

To secure detailed information.

To get a general idea of the content (skimming).

To make a summary or an outline.

Audience Reading:

Use of every opportunity to have children read aloud:

Reading of the morning Scripture passages.

Reports on "researches."

Reading of letters received.

Reports of committees.

Reading to entertain others—

Original composition in prose and verse.

Interesting items from books and papers.

Lovely poems or songs.

Stories or parts of stories in the "Story Hour."

Reading for expression—

Conclusion of "appreciation" lessons.

Frequent reading by the teacher:

Setting a high standard of excellence.

Reading for Appreciation:**Study of selected passages of prose and poetry:**

Largely from the Reader.

Attention to such features as:

Effective words and phrases.

Pretty word pictures.

Examples of word music.

Pleasing rhythms in prose and poetry.

Touches of humour, pathos, irony, etc.

Unusual rhymes.

Skilful repetitions.

Effective word order.

Striking comparisons.

Orderly arrangement of paragraphs or stanzas.

Choice of title.

Avoidance of such practices as:

Drilling on "meanings."

Listing topics and sub-topics.

Naming figures of speech.

Minute analysis.

Attempting to teach the full content—

Leave some "Yarrows Unvisited."

Supplementary Reading.

Reading by each child of at least twenty books.

Regular period every day for reading:

Informal *interested* supervision.

Free reading in spare time:

A book in every desk.

Record of "Books I Have Read":

Form used to be worked out in class.

Individual variations to be encouraged.

Regular book talks:

Telling the class about a "crackerjack".

Perhaps reading a short selection.

Reading Tests:

Frequent use of informal tests.

Standardized tests at least quarterly:

Remedial treatment if required.

Verse Speaking:

Memorization of suitable passages:

Minimum of about two hundred lines.

Selection by teacher and children.

Several from the Reader.

Several from anthologies, etc.

Making of a "Golden Treasury":

Decorations, illustrations, etc.

Regular practice in speaking verse:

Individual work and choral work.

Audience situation frequently—

Kindly discussion of children's efforts—

Posture, enunciation, naturalness, etc.

No written tests.

Story Telling:

Teacher telling a story occasionally:

Ostensibly as a treat, really as a lesson.

Regular training for the children in story telling:

Posture, enunciation, gestures, etc.

Effective arrangement of incidents.

Use of effective words, direct narration, suspense, climax.

Elimination of "and," "so," and "then" habits.

Mental note of speech errors for later drills.

Occasional "Story-Hours":

Stories found in books or heard outside of school.

Stories based on dreams.

"Made-up" stories.

Study of good models in the Reader:

- Plan of the story.
- Use of connectives.
- Other words for "said".
- Special devices for various effects.

Dramatization:

Regular use of dramatization as a class activity:

- Based on narratives in prose and poetry read.
- Illustrative of lessons in Health, Social Studies, etc.

Training in speaking lines well:

- Emphasis, tone, rate, enunciation, etc.

Occasional use of written dramatization:

- Rewriting a story in the Reader.
- Improvising suitable dialogue as needed.
- Interpolating stage directions.

Occasional creative work by children:

- Planning, writing, staging.

✓ **Verse Making:**

Familiarity with simple rhythms (no technical names).

- Effects produced by various rhythms.

Familiarity with simple stanza forms.

Exercises in rearranging jumbled lines.

Exercises in supplying good rhymes.

Practice in writing easy stanzas:

- Co-operatively and individually.

Letter Writing:

Use of every occasion that requires a letter:

- Personal letters—short and long.

- Business letters of simple type.

- Informal notes of invitation, etc.

Proper addressing of envelopes.

Familiarity with usual conventions:

- Arrangement of parts, punctuation, etc.—

- Learned by use, not by rules.

Establishment of a "Letter Exchange".

- Canada to Australia, etc.

Word Study:

Use of synonyms, opposites, homonyms.
Employment of idiomatic expressions.
Selection of the right word to use in a gap.
Word-building exercises.

Practice in classifying words according to meaning:

First under descriptive headings.

Later as nouns, adjectives, etc.

Use of new words in oral and written language work.

Sentence Study:

Exercises to develop "sentence sense".
Finding the ends of sentences in undivided paragraphs.

Recognition of subject part and predicate part.

Practice in enlarging subjects and predicates.

Practice in combining short sentences.

Recognition and use of various sentence forms:

Statement, question, command, exclamation.

Arranging a sentence to secure emphasis as desired.

Practice in saying a thing in different ways.

Paragraph Study:

Study of good paragraphs in the Reader and elsewhere:

First sentence, last sentence, middle sentences.

Practice in completing paragraphs of four or five sentences:

Given the first sentence and the last.

Given only the first sentence.

Given only the last sentence.

Recognition of "unity" as essential in a good paragraph:

Detection of an irrelevant sentence in a paragraph.

Building of co-operative blackboard paragraphs.

Arranging four or five given sentences in paragraph form.

Noticing the reason for a new paragraph in a story:

Important change in time, or place or circumstance.

Practice in paragraphing direct narration.

Correct Forms:

Oral drills on errors of frequent occurrence.

Choosing the correct form of a word to complete a sentence:

Where two forms are given.

Where no form is given.

Using the correct form in original sentences.
Occasional written exercises following oral drills.

The Use of the Dictionary:

Regular training lessons:

- Finding the correct spelling of a word in the dictionary.
- Selecting the appropriate meaning.
- Discovering the proper pronunciation.
- Constant use of the dictionary for reference.

Mechanics:

Various uses of the capital letter.

Familiarity with common uses of period, comma, etc.:

- Learned inductively in reading and writing.
- Occasional formal exercises or tests.
- Attention to mechanics in all written work:
- Heading, margins, spacing, punctuation.
- Scrupulous care in all blackboard work.
- Reasonable credit for mechanics in marking (10%).

Spelling:

Regular use of the New Canadian Speller in each grade:

As suggested in the Manual.

Study of spelling disabilities:

- Remedial treatment as required.
- Constant use of the dictionary:

Always available even for tests (except spelling tests).
Use of a special book for dictation exercises:

- Personal list posted daily and revised regularly.
- Use of various spelling games.

Writing:

Training lessons in cursive writing as needed:

- In individual cases.
- On specific defects—
- Illegible letter forms.
- Irregularities in size, slant, spacing.

Regular use of print-script for special purposes:
Maps, headings, notices, etc.

Emphasis upon legibility and neatness in *all* written work:

Special lessons in writing only as suggested above.

Tolerance of individuality in writing:

All children need not write alike—

Legibility must not suffer.

Encouragement of rhythm in writing:

Not to be forced—

Usually comes of itself (if at all)—

But at different ages.

Occasional use of a Handwriting Scale:

The Ayres Scale is recommended for grading

Norms for Grade VI:

Quality 57 on the Ayres Scale.

Speed of 65 letters per minute.

BOOKS FOR THE CHILDREN

Pre-Primers:

Animal Friends Series: "We Are Seven." Clarke, Irwin.—.25.

Children's Bookshelf: "Come With Me." Ginn.—.20.

Children's Bookshelf: "Let's Play." Ginn.—.20.

Children's Own Readers: "Frolic and Do-Funny." Ginn.—.20.

Companion Series: "Playing with Pets." Ginn.—.20.

Elson Basic Readers: Pre-primer. Gage-Nelson.—.15.

Elson-Gray Readers: "More Dick and Jane Stories." Gage.—.20.

Fact and Story: "First Steps." Gage.—.16.

Guidance in Reading: "Nip and Tuck." Ryerson.—.25.

Happy Road to Reading: "Little Friends." Gage.—.20.

Pathways to Reading: "Betty, Baby and Joe." Gage-Nelson.—.25.

Treasury Readers: "A Picture Book for Jerry and Jane." Ryerson-Macmillan.—.20.

Winston Readers: "Tots and Toys." Winston.—.20.

Work-Play Books: "The Little Chart." Macmillan.—.08.

"The Easy Book." Macmillan.—.28.

"Henry and the Garden." Gage.—.20.

"My Little A. B. C." Collins.—1.00.

"Our Little Reader." Gage. Paper—.25, Cloth—.40.

"Pat and Patsy." Dent. Paper—.15, Cloth—.25.

"Peter, Pepper and Fluff." Copp Clark.—.15.

"The Picnic Book." Macmillan.—.24.

"Two Little Indians." Dent.—.25.

Primers:

Canadian Children's Own Readers: "Friends." Ginn.—.55.

Children's Bookshelf: "Play Days." Ginn.—.70.

Do and Learn: "Boys and Girls at School." American Book Co. (Gage).—.44.

Elson Basic Readers: Primer. Gage-Nelson.—.56.

Fact and Story: Primer. Gage.—.64.

Far Horizons: "Play Out of Doors." Dent.—.50.

BOOKS FOR THE CHILDREN—Continued

Primers:

Good-Companion Books: "Nick and Dick." Macmillan.—.60.
 Guidance in Reading: "Bob and Judy." Ryerson.—.70.
 Happy Road to Reading: "Little Friends at School." Gage.—.60.
 New Winston: Primer. Winston.—.60.
 Our Book World: "Playing Days." Longmans, Green.—.64.
 Pathways to Reading: "Home and Round About." Gage-Nelson.—.50.
 Treasury Readers: "Jerry and Jane." Macmillan-Ryerson.—.40.
 Work-Play Books: "Peter and Peggy." Macmillan.—.65.
 "Everyday Canadian Primer." Macmillan.—.50.
 "The F-U-N Book." Macmillan.—.50.
 "Home and Round About." Gage-Nelson (in preparation).—.50.
 "Kitten-Kat." Macmillan.—.60.
 "The Quins Book." Nelson.—.60.
 "Red Letter Primer." Dent.—.45.
 "Stories About Henry." Gage.—.28.

Grade I Readers:

Canadian Children's Own Readers—Book One. Ginn.—.60.
 Elson Basic Readers—Book One. Gage-Nelson.—.60.
 Fact and Story Readers—Book One. Gage.—.72.
 Good-Companion Books: "Fun with Nick and Dick." Macmillan.—.68.
 Good Companions: "Our Pets." Clarke, Irwin.—.70.
 Guidance in Reading: "Good Times Together." Ryerson.—.75.
 Happy Road to Reading: "Busy Days with Little Friends." Gage.—.64.
 New Silent Readers: "Growing Up." Winston.—.60.
 New Winston—First Reader. Winston.—.60.
 Pathways to Reading: "The Open Door." Gage-Nelson.—.55.
 Treasury Readers—Book One. Ryerson-Macmillan.—.45.
 Work-Play Books: "Round the Year." Macmillan.—.70.
 "Country Days." Macmillan.—.64.
 "Everyday Life with Nancy, Joe and Ruth." Winston.—.52.
 "The Good Time Book." Macmillan.—.64.
 "Under the Story Tree with Young Canada." Macmillan.—.50.

Grade II Readers:

Canadian Children's Own Readers—Book II. Ginn.—.65.
 Dearborn Series: "Winter Time." Macmillan.—.68.
 Do and Learn Readers: "Stories of Animals and Other Stories." Gage.—.84.
 Elson Basic Readers—Book II. Gage-Nelson.—.68.
 Fact and Story Readers—Book II. Gage.—.80.
 Garden of Literature—First Book. Collins.—.45.
 Good-Companion Books: "The Story Book of Nick and Dick." Macmillan.—.80.
 Guidance in Reading Series: "Friends About Us." Ryerson.—.90.
 Happy Road to Reading: "Outdoors and In." Gage.—.78.
 Nature and Science Stories: "Hunting." Macmillan.—.72.
 New English Readers: "Around and About." Clarke, Irwin.—.35.
 New English Readers: "Fairy Fun." Clarke, Irwin.—.40.
 Our World Book: "Real and Make-Believe." Longmans, Green.—.72.
 Pathways to Reading: "Story Land" (in preparation). Gage-Nelson.—.60.
 Reading for Action: "Another Story Please." Nelson.—.50.
 The Story Reader—Book Two. Copp Clark.—1.00.
 Treasury Readers—Book Two. Ryerson-Macmillan.—.50.
 Work-Play Books: "Friendly Stories." Macmillan.—.75.
 "The Billy Bang Book." Macmillan.—.84.

"Golden Trumpets." Macmillan.—.88.
 "Home." Macmillan.—.88.
 "Hoot Owl." Macmillan.—.84.
 "Little Indians." Macmillan.—.80.
 "My Little Farm Friends." Collins.—1.00.
 "Other Children's Homes." Macmillan.—.45.
 "The Pixie Oak." Pitman.—.15.

Grade III Readers:

Canadian Children's Own Readers—Book III. Ginn.—.70.
 Do and Learn Readers: "Interesting Things to Know." Gage.—.92.
 Elson-Gray Basic Readers—Book III. Gage.—.80.
 Garden of Literature—Second Book. Collins.—.45.
 Guidance in Reading: "Neighbours and Helpers." Ryerson.—.95.
 Happy Road to Reading: "Now and Long Ago." Gage.—.76.
 Nature and Science Readers: "Outdoor Visits." Macmillan.—.72.
 New English Readers: "Once Upon a Time." Clarke, Irwin.—.45.
 New Silent Readers: "The Wonder World." Winston.—.72.
 Pathways to Reading: "Golden Windows." Gage-Nelson.—.60.
 Reading for Action: "A Book for a Nook." Nelson.—.55.
 Romance of Reading: "Merry Moments." Clarke, Irwin.—.45.
 Treasury Readers—Book III. Ryerson-Macmillan.—.55.
 Work-Play Books: "Make and Make-Believe." Macmillan.—.76.
 "City Friends." Macmillan.—.80.
 "David and the Goblins." Pitman.—.15.
 "The Great Idea and Other Stories." Ginn.

Grade IV Readers:

Elson-Gray Basic Readers—Book IV. Gage.—.84.
 Garden of Literature—Third Book. Collins.—.45.
 Highroads to Reading—Book IV. Gage-Nelson.—.50.
 New Silent Readers: "Facts and Fancies." Winston.—.78.
 Reading for Action: "The Ever-Ever Land." Nelson.—.60.
 Romance of Reading: "Happy Hours." Clarke, Irwin.—.50.
 Treasury Readers—Book IV. Ryerson-Macmillan.—.60.
 The Wonder Road: "Familiar Haunts." Macmillan.—1.80.
 Work-Play Books: "Magic Hours." Macmillan.—.88.
 "The Elephant's Friend and Other Stories." Ginn.
 "The Golden Thread." Pitman.—.15.

Grade V Readers:

Elson-Gray Basic Readers—Book V. Gage.—.88.
 Garden of Literature—Fourth Book. Collins.—.50.
 Highroads to Reading—Book V. Gage-Nelson.—.55.
 Reading for Action: "Talk of Many Things." Nelson.—.65.
 The Wonder Road: "Enchanted Paths." Macmillan.—1.80.
 Work-Play Books: "Pleasant Lands." Macmillan.—.96.

Grade VI Readers:

Elson-Gray Basic Readers—Book VI. Gage.—.88.
 Garden of Literature—Fifth Book. Collins.—.50.
 Highroads to Reading—Book VI. Gage-Nelson.—.60.
 Reading for Action: "Samples." Nelson.—.70.
 The Wonder Road: "Far Horizons." Macmillan.—1.80.
 Work-Play Books: "Golden Leaves." Macmillan.—.96.

BOOKS OF POETRY**Grades I, II, III:**

Blair: "Nursery Rhymes Old and New." Pitman.
 Bradshaw: "Poetry for Every Month." Gage.—.25.

Crossland: "Stardust and Silver." Collins.—.35.

Edgar: "Treasury of Verse for Little Children." Clarke, Irwin.—1.25.

Fyleman: "Here We Come A-Piping." McClelland & Stewart.—.75.

Glover: "The Verse Time Book" (Pink, White, Red, Green). Moyer.—.25 each.

Hill and Wood: "The Land of Poetry," Books I and II. Copp Clark.—.30 each.

Knippel: "Poems for the Very Young Child." Whitman Publishing Co., Racine, Wis.

Milne: "When We Were Very Young." McClelland & Stewart.—1.00.

Milne: "Now We Are Six." McClelland & Stewart.—1.00.

Milne: "Winnie-the-Pooh." McClelland & Stewart.—1.00.

Milne: "The House at Pooh Corner." McClelland & Stewart.—1.00.

Parsons: "The Gateway of Speech," Books I, II, III. Ginn.

Stevens: "Primary Poetry," Book One. Gage.—.25.

Wilson: "Ring a Ring." Nelson.—.20.

Wilson: "Echoes." Nelson.—.25.

Wilson: "Poets Calling." Nelson.—.30.

Grades IV, V, VI:

Crossland: "Narrative Poetry." Collins.—.35.

Glover: "The Verse Time Book" (Blue, Yellow, Violet, Orange). Moyer.—.25 each.

Hill and Wood: "The Land of Poetry," Books III and IV. Copp Clark.—.30 each.

Richards: "Dreams and Daydreams." Copp Clark.

Rossetti: "Sing Song." Macmillan.—1.00.

Thompson: "Silver Pennies." Macmillan.—.88.

Wilson: "Words with Wings." Nelson.—.35.

Wilson: "Song and Story." Nelson.—.40.

Wilson: "Junior Modern Poetry." Dent.—.45.

DICTIONARIES

Collins' School Dictionary.—.50.

Longmans' New Method Dictionary.—.50.

Nelson's Highroads Dictionary.—.50.

Thorndike Junior Dictionary. Gage.—1.32.

Webster's Elementary Dictionary. Gage.—1.35.

Winston's Dictionary for Canadian Schools.—.96.

NOTE: Story Books have not been listed. For guidance in selecting stories for children, teachers are referred to "The Right Book for the Right Child." The John Day Co., New York.

REFERENCES FOR THE TEACHER

Grades I, II, III:

Baker and Leland: "In Behalf of Non-Readers." Ryerson.—.45.

Bardwell et al: "Elementary English in Action." Grade III. Copp Clark.—.64.

Barnes: "Rhyming Plays for Juniors." Pitman.—.08 each.

Brown-Walthew: "Speech Training Rhymes and Jingles." Clarke, Irwin.—.60.

Brueckner: "Diagnostic Tests and Remedial Exercises in Reading." Winston.—.36.

Bryant, Sara Cone: "How to Tell Stories to Children." Clarke, Irwin.—1.10.

Charters and Paul: "Games and Other Devices for Improving Pupils' English." Government Printing Office, Washington.

Dill: "The Teachers' Omnibus," Grade I. Dent.—1.50.

Fisher, J. R.: "My Work Book in Phonics." Dent.—.45.

Gates, A. I.: "The Improvement of Reading." Macmillan.—2.75.

Gray and Liek: "Teacher's Guide Book for the Elson-Gray Basic Readers, Pre-Primer and Primer." Gage.—.20.

Gray, Monroe: "Before We Read." Gage.—.32.

Harrison: "Reading Readiness." Houghton-Mifflin Co., New York.

Hatfield et al: "English Activities," Lower Grades. Gage.—.84.

Karr: "Stories to Tell and Read." Copp Clark. I Series—.30; II Series—.35.

King: "Language Games." Educational Publishing Co.

King: "Speech Training for Infants." Nelson.—1.10.

National Society for the Study of Education, Thirty-sixth Yearbook: "The Teaching of Reading." Ryerson.

Patterson: "Teaching the Child to Read." Doubleday, Doran.—3.00.

Polkinghorne: "Language and Speech Training Stories." Clarke, Irwin.—1.10.

Polkinghorne: "A Tale in Everything." Clarke, Irwin.—1.10.

Raw: "Modern Script for Schools." Clarke, Irwin.—1.75.

Steel and Mustard: "The King's English," Books I, II. Copp Clark. .30 each.

Stone et al: "Manuscript Writing Lessons, I, II." Scribner.

Storm and Smith: "Reading Activities in the Primary Grades." Ginn, 1930.—2.30.

Terman and Lima: "Children's Reading." (A Guide for Parents and Teachers.) Ryerson.—2.50.

Tomkinson: "The Teaching of English." Clarke, Irwin.—1.35.

Bolton et al: "Plays for Acting in the Infant School." Pitman.—1.00.

Grades IV, V, VI:

Bardwell et al: "Elementary English in Action," IV, V, VI. Copp Clark.—.68 each.

Bouck: "Handbook in Composition," Books I, II. Dent.—.60 each.

Denning: "Language Games for All Grades." Moyer.

Dickie: "The Junior Language Book, A." (B and C in preparation.) Gage.—.35.

Dickie: "Learning to Speak and Write." Educational Book Co.—.50.

Drury: "Verse Composition for Children." Clarke, Irwin.—.75.

Gullan: "Choral Speaking." Expression Co., Boston.

Gullan: "Spoken Poetry in the Schools." Methuen.

Gullan & Gurrey: "Verse Speaking for Children." Methuen.

Hufford and Carlisle: "My Poetry Book." Winston.—2.50.

Pickersgill: "Mimed Ballads and Stories." Pitman.—.75.

Quance: "Teacher's Manual, The Canadian Speller." Gage, Toronto, 1934.—.50.

Riley: "The Play's the Thing." Winston.—.80.

Russell: "The Child and His Pencil." Nelson.—1.00.

Steel: "Reading Aright." (III, IV, V.) Copp Clark.—.55 each.

Steel and Mustard: "The King's English," Books III, IV. Copp Clark. —.30 each.

Threlkeld et al: "Language in Action." (IV, V, VI.) Lippincott.—.96 each.

Trommer and Regan: "Directing Language Power in the Elementary School Child." Macmillan.—2.00.

SOCIAL STUDIES

INTRODUCTION

The purpose of the course in Social Studies is to help the child understand the society in which he lives and the duties and responsibilities of its members to one another. Since the nature of that society is largely influenced by its physical environment the course is partly geographical, and since it is fully understood only in the light of its past the course is partly historical. The emphasis throughout is on the social aspects of life in the child's own community and other communities, present and past. Thus the course may be regarded as a blending of geography, history, and citizenship.

The social structure as presented to the child in Grade I is his home and his school, in Grade II his community of town and country, in Grade III similar communities in other lands. The child having thus become acquainted with social life and customs in different parts of the civilized world, is then introduced in Grade IV to contemporary, and subsequently to ancient, primitive, and mediaeval communities, where he sees social life evolve from its simplest form to something like his own, and the world expand from the cave and its environs to include the lands about the Mediterranean. In Grade V the child follows the great discoverers as they enlarge the world, and profoundly influence social life in their own lands and in the "new" lands. Having discovered the world, the child, now in Grade VI, proceeds to discover Canada, and to understand the beginnings of social life in various parts of Canada.

In addition to the activities of the course as outlined every class should visit places of local interest. There the children will visualize more clearly the events of the past, and understand more fully the relationship between environment and social life. Such a visit might be the occasion for useful activities in oral and written language, in reading, in dramatization, in art and handwork.

The discussion of such current events as come within the interests of children should not be neglected. The map-work involved will give the children an idea of the location of a great many places, and the stories will help them to realize that history is not solely a matter of books nor altogether of the past. It is worth while for a child to realize that history is being made every day, and that what he reads about in the daily paper may some day appear in a history book.

One of the results of the work in Social Studies should be an understanding of the interdependence of families, of communities, and of nations. This understanding, together with a knowledge of the customs of other peoples as growing out of their geographical environment and traditions, should help to establish in children's minds an attitude of friendliness and good-will to all.

As children progress through the course they will acquire and perhaps retain an immense amount of information. It will be acquired in the natural way through experiences and activities and will therefore be unorganized. This is not a cause for anxiety. Children of the elementary school have not yet reached the maturity required for systematization. The purpose of the Social Studies activities is not the amassing of knowledge in neat lists and summaries, but the development of interests and the forming of attitudes. It is to be expected, however, that each child out of his own interested activities will really learn more facts and better facts to add to his personal fund of information than he would by memorizing ready made second-hand compendiums.

The enterprise method is particularly useful in the Social Studies. Almost any topic might serve as the core of an enterprise, around which to centre activities of all kinds, culminating in a pageant, a play, an exhibit. The children that have dramatized the visit of Marco Polo to the Court of Genghis Khan have learned a great deal more than the fact. They have made the costumes, arranged the stage, written the dialogue, searched for authentic information, travelled the route, and *lived* at the Court of Ghenghis Khan; doubtless, too, they have written letters of

request, of thanks and of invitation; and in all this they have learned to co-operate in a genuine social situation.

The social virtues of the good citizen are not things merely to learn about. They are to be achieved by practising them. The development of qualities of co-operation, respect for the rights and feelings of others, willingness to accept responsibility, and other attributes of the good citizen can be developed only by exercising them in situations that demand their practice. They are to be accepted willingly as desirable forms of conduct; they cannot be developed by coercion. The school must, therefore, be so organized as to permit of their growth and exercise in situations that require their practice.

Much more has been included in the outline for each grade than can possibly be covered in a year, and it is not expected that the teacher will attempt to cover all the topics in the grade outline. Those items should be selected by the teacher which seem to have most value to the class, considering the interests, needs, abilities, and experiences of the children.

The success of the work in Grades III, IV, V, VI depends largely upon teacher and children having ready access to suitable books. It is hoped that the children, as well as the teacher, will look up and report to the class interesting bits of information regarding life in other lands and other times. In all their creative work, too, the children should learn to seek in books authentic information relating to language, costumes, etc. To assist teachers in building up a suitable supply of books for the Social Studies, fairly long lists of carefully selected books have been prepared. Two recent books of general reference are "The Social Studies in the Primary Grades," by Grace E. Storm (Ryerson), and "The Social Studies Curriculum," which is the Fourteenth Year Book of the Department of Superintendence of the National Educational Association, Washington.

GRADE I

INTRODUCTION

The aim of the course in Grade I is to develop an understanding of the family as a unit for social living—a group of

interdependent individuals, the members of which contribute, according to their various abilities to the welfare, comfort and happiness of all, sharing the common labours and disappointments, as well as the pleasures and rewards.

In his life at school and his playtime activities, the child comes in contact with many other children whom he will come to think of as members of other families like his own. He will observe the people who render services to his family—the grocer, the baker, the postman, the teacher, the doctor, and many others, and may be led to regard them as the fathers of the children he knows, who go away from home each day, as his own father does, to serve the community at large.

Thus he may be led to an understanding of the local community as a unit for social living—a group of families depending on one another for the primary necessities and the amenities of civilized life, co-operating with one another to make life orderly and secure.

These understandings may be developed through an organization of the child's own observations and experiences, through stories told and read by the teacher, through the reading during the latter part of the year of simple books such as those listed as "Books for Children," and through informal class discussions and conversations. The stories will relate to the social life round about, and to the immediate past "when Father and Mother were children." Reality may be given to the course by games, plays and dramatizations, by drawings, constructions and other "enterprises."

TOPICS FOR STUDY

Our Family:

Seeing mother at work in the home:

Helping the children and father.

Seeing father at work in the home:

Helping the children and mother.

Seeing the children at work:

Helping mother and father.

Helping one another.

Having fun in the home:

Different kinds of fun.

Hearing stories told by mother and father—

How *they* used to help their fathers and mothers.

Fun they used to have.

Going to church and Sunday School.

Other Families:

Going to visit uncle's family:

Helping aunt and uncle.

Playing with cousins.

Visiting at grandfather's home:

Helping grandfather and grandmother.

Hearing stories of early days—

Indians, trappers, pedlars, etc.

Helpers of Our Family:

Seeing helpers come to our home:

Postman, delivery boy, milkman, etc.

Going to helpers:

Grocer, butcher, doctor, dentist, etc.

Learning about helpers who take care of us:

Policeman, traffic-officer, fireman, etc.

Understanding that these helpers are other fathers:

Working away from their homes.

Receiving money for their work.

Father Helping Other Families:

Seeing father going to work:

Different kinds of work.

Different places of work.

Father receiving money for his work:

Money to be used or saved.

Using money father earns:

Food, clothing, coal, etc.

Saving money for use in the future:

Children's bank.

Father's bank.

Other Fathers Helping Other Families:

Watching a house or barn being built:

Masons, carpenters, painters, etc.

Stories of how the early houses were built.

Watching a road or street being repaired:

Labourers, truck-drivers, foreman, etc.

Stories of making the road.

Talking about a fire or a moving:

Fathers helping in various ways.

Sending and receiving letters and messages:

Collectors, sorters, postmen, operators, etc.

Stories of the mail in early days.

Travelling to and from home:

Conductors, bus-drivers, motormen, etc.

Stories of how they travelled in early days.

BOOKS FOR THE CHILDREN

Grade I:

Gehres: "Everyday Life." Winston.—.48.

Hanna: "Peter's Family." Gage.—.60.

Hardy, Hecox: "Good Companions—Helpers." Clarke, Irwin.—.70.

Johnson: "Our Houses." Moyer.—.15.

Kuh: Happy Hour Books—"Deliverymen," "Engineer," "Fireman," "Motorman," "Policeman," "Postman." Macmillan.—.35 each.

Ringer: Citizenship Readers—"Home," "A Happy Day." Lippincott.—.56 and .36.

Smith: "Tom's Trip." Gage.—.20.

Smith: "At Home and Away." Gage.—.60.

GRADE II

INTRODUCTION

The course in Grade II should lead to an understanding of the countryside and the town or city as together forming a social unit.

The city child's curiosity regarding the origin of the milk, vegetables and other necessities of his daily life leads him naturally to a consideration of the farm and the countryside. He is interested in the children who live there, in their occupations and daily life at home and at school, in their families, and in the work their fathers do. Similarly, the questions of the rural child as to where his shoes and clothing and other factory-made articles come from, his curiosity as to the destination of the products of the farm, and his father's trips to the city or nearby town lead him to a consideration of the town or city. He will be curious to know about the life of the children there, and about their homes and families and the work of their fathers.

An understanding may thus be developed of the close relationship that exists between countryside and urban community, of their dependence one upon the other and of their co-operation to serve their mutual needs.

In organizing the experiences of the children, through conversation and discussion, through sand-table, art, and handwork activities, the city child will learn informally of the land and water forms of the countryside, and the rural child, of the streets and houses, factories and buildings of the city. This beginning of geography should be reinforced by the construction of pictorial

“maps”—at first on the sand-table and later on blackboard and paper. Among the stories told by teacher and pupils of visits to grandfather will be some that tell of “What Grandfather and Grandmother did when they were children,” and, perhaps, of stories of “Grandfather’s Home in the Old Land.” Thus the child’s idea of the present as related to the past is extended.

TOPICS FOR STUDY

Our Neighbourhood:

Finding out where the roads or streets go:

Places of interest along the way.

Stories of place-names, etc.

Ideas of direction and distance—

Pictorial maps—sand table, blackboard, paper.

Finding out what people in the neighbourhood work at:

Different kinds of work.

Places where people work—

Farms, mills, shops, factories, etc.

Stories of when, why, and how each was begun.

Things grown or made by workers—

Discussion of where these things are used.

Learning about schools, churches, public buildings, etc.:

Location—distance and direction—

Pictorial maps—sand table, blackboard, paper.

Stories of when, why, and how each was built.

Farther Afield:

Exploring a nearby urban *or* rural district:

Making the journey or voyage—

Route, conveyance, time.

Places of interest along the way—

Stories of their beginnings.

Stories of pioneer travel on the same route.

Visiting the school—urban *or* rural:

Novel features of school life.

Stories of that school in grandfather’s time.

Going to the store—urban *or* rural:

Interesting features of the store.

Buying things that came from our home community.

Stories of old-time stores.

Watching the grown-ups at work—city *or* country:

Different kinds of work—

Things made or grown by the workers—

Places where they are used.

Stories of earlier methods of work.

Joining in the fun in the city *or* on the farm:

New forms of amusement.

Stories of fun in the old days.

Stories of grandfather's home in the old land—

Finding the old land on the globe.

Seeing the city *or* the country-side:

Streets, parks, buildings, reservoirs, etc.

or

Fields, forests, rivers, lakes, hills, etc.—

Pictorial maps—sand table, blackboard, paper.

Stories of what the city or country used to be like.

Visiting Any Nearby Community:

A mining town:

Learning what a mine is like.

Discussion of the mineral obtained—

Processes, and final uses.

Stories of how it all began.

A fishing village:

Stories of how the fish are caught.

Kinds of fish obtained.

Fishing in earlier days.

A lumbering town:

Learning how lumber is made.

Some kinds of lumber and their uses.

Stories of pioneer lumbering.

BOOKS FOR THE CHILDREN

Grade II:

Hanna: "Susan's Neighbors." Gage.—.84.

Hanna: "David's Friends at School." Gage.—.72.

Hardy, Hecox: "Good Companions—Comrades." Clarke, Irwin.—.80.

Hardy, Hecox: "Good Companions—Neighbors." Clarke, Irwin.—.90.

Waddell et al: "Home." Macmillan.—.88.

Jones: "The Wonderland of Common Things." Macmillan.—.45.

Keelor: "On Charlie Clarke's Farm." Copp Clark.—.72.

Keelor: "Our Town and City Animals." Copp Clark.—.76.

Smith: "In City and Country." Gage.—.64.

Smith: "Round About you." Gage.—.72.

Storm: "Friends About Us." Ryerson.—.90.

GRADE III

INTRODUCTION

The course in Grade III makes use of the child's interest in children of other lands to take him in imagination to a number of countries in different parts of the world, where he may view the daily lives of children of other lands. Those communities have been suggested in which the similarity of family life to that which the child knows forms a familiar starting point, and in which the differences of custom are such as to arouse his interest and stimulate his curiosity.

Through this study, the child may be led to see that the strange customs he meets are not bizarre or "funny," but arise from the geographical nature of the environment in which the people live, as well as out of the beliefs and customs of the past. Thus, there should grow out of the study a sympathetic understanding of other peoples.

The various countries "visited" will be seen as social units made up of town and countryside as is our own. By finding things used in our homes that come from the countries visited and by finding things from Canada in use in the homes "visited," the child may be introduced to the idea that countries also are dependent on one another. This phase of the study must not be allowed to degenerate into a listing of "exports" and "imports."

Ability to understand and use the map may be gradually and informally developed by locating on the map of the world and on the globe the countries visited, and by tracing on the globe and map the route to be followed in reaching the country. Use should also be made of maps drawn on the blackboard by the teacher, and of sand-table and pictorial maps made by the pupils. The child's understanding of land and water forms—mountain, river, desert, etc.—will be extended incidentally and informally, and will grow naturally out of the stories told and read, and his feeling of the present as emerging out of the past will be strengthened by hearing or reading legends and traditions, folk and historical tales such as the parents and teachers in the strange land would be telling their children.

This study of other lands should be illustrated by pictures provided by the teacher or brought by the pupils, and enlivened by poems, songs, and dances originating in the land under study.

TOPICS FOR STUDY**Child Life in Other Lands (Contemporary):**

Stories of child life in six or more of the following lands:

Japan, West Indies, China, Egypt, Holland, Italy, South Africa, Argentina, Switzerland, Norway, Mexico, Spain.

Other lands (civilized *not* primitive communities).

Selection made by the *teacher* from the above:

One each of:

Mountain community.

River valley community.

Island community.

Maritime community.

Community in southern hemisphere.

Others as preferred.

Length of study depending on interest of class:

One per month suggested.

Suggested Outline—"A Visit to Japan":**Arousing interest:**

Stories read and told by teacher, by pupils—

Class discussions.

Proposal and selection of "Things to do"—

Drawing, construction, dramatic "enterprises."

Display of pictures and objects from Japan—

Fans, slippers, kimona, dolls, Japanese writing, etc.

Keeping a diary of the visit (group project).

Making pictorial maps.

Etc.

Planning the trip:

Finding Japan on globe and map of the world.

Tracing route to be taken on globe or map.

Discussing means of travel—

Trains, ships, etc.

The Journey:

On the train.

Crossing the ocean.

Writing up the diary.

First impressions of Japan:

Writing up the diary.

Writing letters home.

Visiting a Japanese home:

Interesting features of house and garden, etc.—

Pets, furnishings, dishes, pictures, etc.

Stories of homes in olden days told by hostess.

Finding things for Canada in Japanese homes.

Dinner with the family—

Unfamiliar customs, "table" manners, etc.

Foods, how prepared and eaten.

Wearing new clothes:

Strange garments.

Stories of how made, why worn.

Going to school:

Means of transportation.

Interesting things seen on the way.

Strange classroom customs:

The teacher, books, writing, etc.

Hearing legends and tales of the past.

Playing Japanese games.

Stories of old-time schools.

Watching men and women at work:

On the farms—

Growing things.

Using animals.

In the shops—

Interesting features.

Buying gifts for our hosts—to take home, etc.

Attending a festival:

"A Blossom Festival," "Festival of the Kites," etc.

Strange features of the programme.

Stories in explanation.

Homeward bound:

Coming home by a different route.

Writing up the diary of the trip.

Writing letters to our Japanese friends.

Etc.

Completing the Study:

"Things to do":

Drawings and paintings made by pupils.

Models constructed—

Sand-table, plasticene, cardboard and paper, etc.

Dolls dressed in Japanese costumes, etc.

Reading the diary, etc.

Dramatizations presented, etc.

Display of collection of pictures of Japan.

Collection of things from Japan—

Things we use in our homes that come from Japan.

Results of other activities devised by the teacher.

BOOKS FOR THE CHILDREN

Grade III:

Atwood and Thomas: "Neighbourhood Stories." Ginn.—.80.

Bools: "Home and Overseas Geography I." Pitman.—.60.

Cameron: "Little People Across the Seas." Clarke, Irwin.—.60.

Carpenter: "Our Little Friends of Norway." Gage.—.80.

Carpenter: "Our Little Friends of Netherlands." Gage.—.80.

Chance: "Little Folks of Many Lands." Ginn.—.45.

Fairgreave and Young: "Children of Many Lands." Ryerson.—.75.

Fairgreave and Young: "Homes Far Away." Ryerson.—.80.

Forsaith: "Other Children's Homes." Macmillan.—.45.

Hedrick and Van Noy: "Kites and Kimonos." Macmillan.—.84.

Hobbs: "Children Abroad I, II, III, IV." Pitman.—.15 each.

Johnson: "Jean and Jerry's Vacation." Gage—.72.

Perdue: "Child Life in Other Lands." Clarke, Irwin. Parts I and II.—.45 each.

Perkins: "Twin Series" (Dutch, Japanese, Mexican). Copp Clark.—1.00 each.

Roberts: "Dainty Tales of Other Lands" (Series). Ryerson.—.10.

Saul: "Journeys by Land and Sea." Gage.—.50.

Smith: "Near and Far." Gage.—.80.

Stembridge: "People and Homes of Other Lands." Clarke, Irwin.—.60.

Waddell et al: "Helpers." Macmillan.—.96.

Walter: "Life in Other Homes. Copp Clark.—.65.

West: "Boys and Girls Far Away." Macmillan.—.15.

Wilson: "Ways of Living in Many Lands." Gage.—1.16.

"Boys and Girls of Other Lands"—Japan, China, Philippines, Mexico, Siam, Syria, France, Czecho-Slovakia. Clarke, Irwin.—1.50 each.

GRADE IV

INTRODUCTION

The aim of the course in Grade IV is to give the child some understanding of the growth of social living and of the factors which have shaped it towards its present form. The course begins with a study of family life in contemporary primitive communities. In examining the daily life of primitive peoples of the polar regions, the tropics, the desert, and of those who live on the fringes of the civilized communities of the temperate regions, the child may be led to a vivid realization of the relation-

ship between geographical environment and mode of life. The idea of the dependence of people on one another, and of the necessity for co-operation in order to maintain existence will be strengthened as the child views life under the rigours of the Arctic or the inhospitable desert.

In this part of the course informal acquaintance will be made with a great deal of information commonly regarded as geographical. The globe and the map of the world should be constantly before the pupils as the study proceeds. The children should be allowed to consult them and encouraged at all times to associate the peoples they are studying with the part of the earth on which they dwell.

From a consideration of the contemporary primitive community a transition can easily be made to the ancient primitive. In the former part of the study the child has been transported in imagination through space to various parts of the earth's surface. In the latter part of the study he is carried back through time beyond the beginnings of recorded history.

Through stories of "The Long, Long Ago"—partly historical, perhaps largely conjectural—the child may come to understand how men began to live together for mutual help and protection and for the comforts and satisfactions of gregarious living, how social life began around the fire, and culture was born in the caves of the stone-age men.

The world of earliest man was a small world. It was bounded by the horizon, limited to the distance he could traverse on foot, and confined to localities of favourable climate and plentiful food. Slowly and painfully the difficulties of man's environment were overcome. The discovery of the use of fire and of metal, the improvement of weapons, the invention of the wheel and of means of travel by water, extended the range of man's activities and enlarged his world. The domestication of animals provided a more assured supply of food, and the cultivation of the soil made settled life possible. With the emergence of agriculture civilization began, and there arose the culture of Babylonia and Assyria, of Phoenicia and Egypt, of Greece and Rome.

Through stories of "The Long Ago" the child may be led to see how civilized life began. Men learned to write and to cultivate the literary arts. They built permanent buildings and decorated them with sculpture and paintings. Money was invented to facilitate trade, and means of travel by land and

sea improved till travel was possible from Germany to Tunis, from Alexandria to Ultima Thule. By the end of the middle ages, the narrow world of primitive man had enlarged until it included most of Europe and those parts of Asia and Africa that were accessible from the Mediterranean Sea, and the brutish life of the stone-age had evolved into a social structure with school and church, with city and town, with kingdom and empire.

Throughout the course the children will read privately to supplement the class discussions and engage in a great variety of activities arising out of the stories they read. The value of the course will be not in any body of organized information acquired but in an understanding of the growth of social life and an interest in the past, out of which emerged the present.

TOPICS FOR STUDY

Stories of Primitive Life:

Stories of the daily life of contemporary primitive families:
Procuring of food, clothing, shelter, etc.
Protection from enemies.
Social life, the part played by religion in social life.
Schools and play life, etc.
Study of geographical surroundings—
Incidental to stories of the life of the people.
Desert, jungle, mountain, sea, river, weather, etc.
Animal life, wild and domestic.

Suggested list of communities:

Bushman of Australia, or Kalahari Desert.
Canadian or Greenland Eskimo.
Papuan of New Guinea, or Maori of New Zealand.
Indian of Amazon Valley, or African of Congo Valley.
Tibetan, Arabian, or Baganda of Uganda.
South Sea Islander.

Stories selected by the teacher from the above:

An Arctic community.
A Desert community.
A Tropical community.
Others as desired.

See Grade III "Suggested Outline" for possible treatment.

Stories of "The Long, Long Ago":

Stories of daily life in ancient primitive times:

Illustrating beginning of man's control of environment—

Invention of weapons, the wheel, the boat.

Discovery of use of fire, of metal.

Domestication of animals, tilling the soil.

Showing socializing effects of inventions and discoveries—

Coming together around the fire - comfort and company.

Beginning of story-telling, drama, pictorial art.

Selection by the teacher—

Cave-men, lake-dwellers, men of stone-age, etc.

Ancient Britons.

Indians (when white men came), Incas of Peru.

Stories of Ancient Egypt, Babylonia, Palestine:

Illustrating growth of man's control over his environment—

Learning to till the soil.

Improvement of means of travel—

The horse, the camel.

Use of oars and sails on ships.

Invention of money.

Invention of writing—

On clay—cuneiform—Babylonia.

On stone and papyrus—hieroglyphics—Egypt.

The Alphabet—Phoenicia, Greece, Rome.

Socializing effects of inventions and improvements:

Living in one place—permanent buildings—

Houses of the people.

Public buildings—

Building of the pyramids.

Building Solomon's temple.

Building the Temples of Greece.

The Public buildings of Rome.

Obtaining new ideas from meeting new peoples:

Naaman, the Syrian, learns of the True God.

Story of the Queen of Sheba and Solomon.

Obtaining desirable goods from distant peoples:

The Phoenicians trade with Greece, Rome, Africa.

The Phoenicians in Britain.

Writing down stories of the past:

Stories of early Bible times—

Abraham's journeyings.

A slave boy becomes premier—Joseph.

Raised up as a leader—Moses.

Not afraid of giants—Caleb and Joshua.

Stories from the Iliad, the Odyssey.

Stories of the Norse gods and heroes.

Stories of "The Long Ago."

Stories of Ancient Greece:

The First Marathon: Pheidippides.

Brave as Leonidas.

The Immortal Ten Thousand.

Alexander the Great.

The Glory that was Greece.

Stories of Ancient Rome:

Romulus and Remus.

Horatius Holds the Bridge.

Hannibal and His Elephants.

Regulus' Honour.

The Roman Eagles—

Caesar, Augustus.

Boadicea.

Hadrian and His Wall.

Paul, the Traveller.

The Grandeur that was Rome.

Stories of "A World Upset."

Movement of Races:

Goths, Anglo-Sacons, Vandals, Huns, Arabs.

The Church's Missionaries to the Heath-men—

Augustine and the British Church.

Birth of New Nations:

England—Hengist and Horsa, King Arthur, Alfred.

France—Charlemagne, Roland.

Normandy—Rollo.

Norman England—Harold, William, Hereward.

Stories of "A World Rebuilt."

Feudalism in England:

Lords, Knights, and Serfs.

Tournament and Chase.

The Crusades:

The Camel-boy—Mohammed.
Richard of the Lion Heart.
Trade with the East.

Old Wars, Old Peace:

Wallace and Bruce.
The First Prince of Wales.
The Black Prince.
The Maid of Orleans.
The Morning Star—Wyclif.
The Father of English Poetry.
The Invention of Printing—
Gutenberg, Caxton.

BOOKS FOR THE CHILDREN

Grade IV:

Campbell: "The Old World Past and Present." Gage.—1.84.
 Carpenter: "Our Little Friends of Eskimo Land." Gage.—.80.
 Carpenter: "Our Little Friends of the Arabian Desert." Gage.—.80.
 Coffman: "Child's Story of Human Race." Dodd Mead.
 Cory: "The Story of Man—I, II, III." Clarke, Irwin.—.40,—.40,—.60.
 Cruise: Oxford Class-Books of History—"Boys and Girls of Long Ago,"
 "Hero Tales," "Stories of the Greeks and Persians," "Heroes and
 Heroines of Rome," "Saints and Kings," "Stories of the Middle
 Ages." Clarke, Irwin.—.30 each.
 Davies: "Children of the Dawn." Clarke, Irwin.—.55.
 Davies: "People of Early Times." Clarke, Irwin.—.65.
 Dopp: "Later Cave Men." Gage.—.80.
 Elliott: "In Britain Long Ago." Macmillan.—.15.
 Erleigh: "In the Beginning." Nelson.—.65.
 Eskridge: "Umi: The Hawaiian Boy." Winston.—.2.00.
 Evans: "The Thunder Bird: Fire." Nelson.—.50.
 Fellows: "Land of Little Rain: Hopi Children." Winston.—2.00.
 Firth: "Children of Athens, London and Rome." Ginn.
 Firth: "From Romans to Normans." Ginn.
 Firth: "The Middle Ages." Ginn.
 Frey: "Children of the River: Indian Life." Nelson.—.50.
 Gunn: "When Caesar was a Boy." Nelson.—.18.
 Hall: "Alternative Introductory Book." Nelson.—.55.
 Hall: "Unwritten History, Books I and II." Nelson.—.65 each.
 Hancock: "Foundations of History, B and C." Nelson.—.70, C—.75.
 Hardingham: "Over Land and Sea—II." Nelson.—.55.
 Higham: "Landmarks of World History." Longmans, Green.—.75.
 Hilyer: "The Child's History of the World." Ryerson.—2.25.
 Hilyer: "The Child's Geography of the world." Ryerson.—2.25.
 Hughi-Camp: "New Stories of Old Things." Dent.—1.50.
 Hurlbut: "Bible Stories Every One Should Know." Winston.—.92.
 Hurley: "School Boys of Long Ago." Nelson.—.50.
 Kiner: "Man Learns to Use His World." Moyer.—1.00.
 King: "Long, Long Ago." Blackie.—.55.
 Kirkman: "The History Highway." Nelson. Book I—.50, II—.55.

Lipman: "Pictures for the King." Nelson.—.50.
 Lipman: "Letters for the King." Nelson.—.50.
 McGuire: "Glimpses into the Long Ago." Macmillan.—.96.
 McGuire: "A Brave Yojng Land." Macmillan.—1.08.
 McIntyre: "The Cave Boy of the Age of Stone." Clarke, Irwin.—.30.
 Murray: "Gates of Horn and Ivory." Collins.—.60.
 Perkins: "The Cave Twins." Copp Clark.—1.00.
 Perkins: "The Eskimo Twins." Copp Clark.—1.00.
 Polkinghorne: "Some Bible Heroes." Clarke, Irwin.—.55.
 Romaine: "Flute Boy of Navajos." Nelson.—.50.
 Rugg and Krueger: "Nature Peoples." Ginn.—.90.
 Searle: "Tales from Many Lands. Macmillan.—.55.
 Searle: "In the Far Off Days." Macmillan.—.55.
 Snell: "Ancient Stories Simply Told." Clarke, Irwin.—.45.
 Sperry: "Jambi: Sumatra." Winston.—2.00.
 Sperry: "Manu: South Sea Boy." Winston.—2.00.
 Sperry: "Tuktuz: Eskimo Boy." Winston.—2.00.
 Tietjens: "Boy of the South Seas." Coward-McCann.—2.50.
 Waddell and Bush: "How We Have Conquered Distance." Macmillan.—.96.
 Waddell and Perry: "Long Ago: American Indian." Macmillan.—.88.
 Walter: "Work in Other Lands." Copp Clark.—.65.
 Wedgwood: "Founders of Cities." Longmans, Green.—.45.
 Wells: "How the Present Came from the Past." Macmillan. Book I—.88;
 Book II—1.00.
 West: "In the Wilderness: Moses." Macmillan.—.15.
 West: "Men Who Lived in Tents: Jacob." Macmillan.—.15.
 West: "Stories of the Cave Men." Collins.—.45.
 West: "More Stories of the Men of Very Long Ago." Collins.—.45.
 Wilson et al: "Where Our Ways of Living Came From." Gage.—1.28.
 Wragge: "Foundations of History, Book C." Nelson.—.75.

REFERENCES FOR THE TEACHER

Hartman: "The World We Live In and How It Came To Be." Macmillan.—2.00.
 McGuire: "Glimpses into the Long Ago." Macmillan.—.96.
 Nash: "Making Life Secure." Moyer.—1.10.
 Reeve: "History Through Familiar Things." Clarke, Irwin.—1.10.
 Van Loon: "The Story of Mankind." Star.—1.29.
 Wells: "The Outline of History." Star.—2.29.
 Wells: "Short History of the World." Collins.—.50.

GRADE V

INTRODUCTION

By the end of the twelfth century the lure of the unknown was beginning to urge the European to enquire what lay under the clouds that enshrouded the edges of his flat world. Quickened by the marvellous tales of the Polos, the desire for riches, and the spirit of adventure, seaman after seaman ventured farther and farther into the void, and returned to astonish his friends with

tales of the new lands, vast oceans and strange peoples he had found. As each traveller returned, he added not only the knowledge of something found, but the mystery of something still beyond—a challenge to further enquiry and adventure.

Year by year, at the cost of untold effort and endurance, the clouds are rolled back. The ingenuity of the scientist and inventor is enlisted in the cause of discovery. The mariner's compass brings confidence to the sailor on the deep, steam replaces sail, man takes to the air. As the twentieth century advances, the caravels of Columbus have given place to the roaring plane, and Ultima Thule has become in truth the ends of the earth.

Into this world of romance and adventure the child is led by the Grade V course. "Rolling back the clouds" is its theme, and it aims to reveal the world to the child as it was revealed to the discoverers and explorers.

From the stories of these men will naturally emerge a wide acquaintance with the earth's geography. Continents and islands, seas and rivers, mountains, volcanoes and glaciers will be met with informally as the stories unfold; and constant reference to maps will give the child a knowledge of their position. The stories will show, too, strange new peoples in their desert, jungle, or tropical island homes. The child will see the appropriateness to the environment of their food and clothing, their weapons and tools, their social customs and superstitions, and may be able to see how such peoples could improve their conditions.

Perhaps the chief value of the course will be the interest aroused. The depth of this interest may best be estimated from the zeal the child displays in his reading of books related to the course, from the imagination shown in his associated drawing, modelling, and dramatic activities, and from the understanding revealed in the stories, diaries, "logs," and letters he may write.

TOPICS FOR STUDY

"Rolling Back the Clouds"—The Age of Discovery:

With Marco Polo to Cathay:

The boy Marco in Venice.

Overland to China.

At the court of Ghengis Khan.

Twenty-five years among the celestials.

Return to Venice by sea.

The Wealth of the Indies:

The caravan route to the East—
The Golden Road to Samarkand.
The descent of the terrible Turk.

The Road to Cathay:

Solving the riddle of distant Africa—
Stories of Henry the Navigator, Diaz, da Gama.
Da Gama reaches India.

Discovering America:

Stories of Columbus, Balboa, the Cabots.
The Spanish Main—
Drake and the "Dons."

Circumnavigating the Globe:

Story of Magellan—
"The Land of Fire."
Death in the South Seas.
Story of Drake.

In the Pacific:

Story of Captain Cook—
Australia, New Zealand, Tahiti, Hawaii.
Adams visits Japan.
Tasman in the East Indies.

The Buccaneers:

Stories of Morgan, Dampier, Davis, Captain Swan—
Discoveries in the South Seas.
Alexander Selkirk in Juan Fernandez—
"Robinson Crusoe."

Light on the Dark Continent:

Bruce in Abyssinia.
With Mungo Park on the Niger.
Denham and the search for Timbuktu.
Livingstone and Stanley in Darkest Africa.
Burton, Speke, and Baker on the Nile.

The Search for the Northwest Passage:

Stories of Frobisher, Baffin, Davis and Hudson.
Franklin in the frozen north.

To the Ends of the Earth:

Admiral Peary reaches the North Pole.
The Quest for the South Pole—
Sir Ernest Shackleton.

Scott's last expedition.
Amundsen reaches the Pole.
Byrd flies over Antarctica.

BOOKS FOR THE CHILDREN

Grade V:

Archer: "Stories of Exploration and Discovery." Macmillan.—.90.
Bagley: "To Far Cathay: Marco Polo." Nelson.—.50.
Barton: "Merchant Adventurers." Nelson.—.50.
Boog et al: "Beyond the Sunset." A Book of Explorers. Clarke, Irwin.—.60.
Bridges: "The Book of Discovery." Clarke, Irwin.—.75.
Brooks: "The True Story of Christopher Columbus." Lothrop, Lee and Shephard.—2.00.
Cottler and Jaffe: "Mapmakers." Ryerson.—.95.
Edholm: "Ship Ahoy: Story of a Clipper Voyage." Nelson.—.50.
Elias: "The Book of Polar Exploration." Clarke, Irwin.—2.25.
Keltie Gilmour: "Adventures in Exploration I, III, IV, V." Philip.
Kent: "He Went with Marco Polo." Houghton Mifflin.
Lynch: "Henry the Navigator." Nelson.—.50.
McEwen: "Short Stories of Great Lives." Nelson.—.75.
McGuire: "Brave Young Land, Parts I and II." Macmillan.—1.08.
Nansen: "Farthest North." Clarke, Irwin.—.45.
Prescott: "Conquest of Peru." Dent.—.65.
Scott: "Extracts from Journal." Clarke, Irwin.—.50.
Sturt and Oakden: "Great Venturers." Clarke, Irwin.—.45.

REFERENCES FOR THE TEACHER

Baker: "History of Geographical Discovery." Clarke, Irwin.—3.75.
Brendon: "Great Navigators and Discoverers." Clarke, Irwin.—.75.
Evans: "South with Scott." Collins.—.45.
Files of "National Geographic" Magazine.
Gillespie: "A History of Geographical Discovery." Clarke, Irwin.—1.25.
Guillet: "The Great Migration." Nelson.—4.00.
McGuire: "A Brave Young Land." Macmillan.—1.08.
Outhwaite: "Unrolling the Map." Reynal and Hitchcock.
Prescott: "The Conquest of Peru." Dent.—.65.
Stanley: "In Darkest Africa."
Synge: "A Book of Discovery." Nelson.—2.50.
Wasserman: "Bula Matari." Liveright.

GRADE VI

INTRODUCTION

The course for Grade V assumed that children of ten and eleven years of age can be awakened to an interest in the adventures of those great heroes of exploration whose stories the world remembers. It assumed also that the world as a whole and the world as a relationship of parts were comprehensible to the Grade V child. It assumed, finally, that the children could be led to some understanding of the fact that man's achievements

have occurred only through continuous and persistent enquiry into the mysteries of the unknown.

If the work in Grade V has been successful, the Grade VI course follows naturally. Logically it represents the more detailed study of one part of that map whose unfolding the children observed in the previous Grade. The continent of North America, with special emphasis on Canada, becomes the subject of the social story. Pedagogically, the course assumes that the child's own part of the world has now become for him, the object of special interest.

The arousing of a deep and abiding interest in the geography and history of Canada, and an understanding of the relationship of its history to the geographical nature of the country, are perhaps the chief ends to be achieved as a result of the course for this Grade. The teacher may appraise the success of his work largely by the measure of satisfaction and insight which the children show in their activities—in their reading, their dramatization, their stories, their drawing, their modelling and map-making.

It will be well for the teacher to bear in mind, however, that in dealing with the stories of discovery and exploration in Canada he is introducing the child to problems he can understand only later. Among such problems are the relation of mountain, forest, field, and stream to economic, political, and social intercourse; the relation of a primitive social organization to a higher one; and the relationships that exist among the various interests of the Canadian social group.

Unfortunately, much of the material upon which the teacher may draw for the activities of the course has been written for adults or older students. It may be that we in our land have lived so close to the reality of romance that we have failed to see in the story of our country the fire and the adventure that stir the minds of European children when they read of Canada. Certainly, our Canadian writers have left for later generations much of the task of recreating for children the glamour that lives in the history and legend of this country. From a pedagogical point of view, the dearth of suitably written stories of Canadian History has an advantage in that it leaves much to the creative imagination of the teacher and to the creative abilities of the child.

TOPICS FOR STUDY

“Unrolling the Map”—The Discovery of America:

The Norse Sea Rovers:

Bjarni, Eric the Red, Leif.
The Norse Sagas.

The Spaniards search for gold:

De Leon in Florida.
Balbao across Darien.
De Soto and Verazano on the Gulf coast.
Cortez and the Aztecs of Mexico.
Pizarro and the Incas of Peru.

The Search for the Road to “La Chine”:

Cartier’s Discovery of the St. Lawrence.
Champlain on the St. Lawrence—
Discovery of the Richelieu and Lake Champlain.
Ascent of the Ottawa.
Discovery of the Great Lakes.
Etiènne Brûlé.
Hudson—finding a river and a bay—
Mutiny on the high seas.
Marquette and Joliet on “The Father of Waters.”
“The Seigneur of China”—La Salle.
Tonti, of “the iron hand.”

The Wealth of the Fur-trade:

Radisson and Grosseilliers—
Meeting the northern Indians.
The Hudson’s Bay Company.
The “Coureurs du Bois”—Du Lhut.
Alexander Henry—an English Independent.
With the fur-traders to the head of the lakes—
The Northwesters.
Fort William and Grand Portage.
The Fur-traders on the prairies—
Meeting the Indians of the plains.
The buffalo hunters.

In Quest of New Homes:

Raleigh in Virginia.
 The Pilgrim Fathers.
 The Dutch—New Amsterdam.
 Penn—Philadelphia.
 The Cossacks in Alaska.

The Lure of the Western Sea:

Alexander Mackenzie—
 Down to the Arctic.
 Over the mountains and down to the sea.
 Story of Simon Fraser.

A great map maker—David Thompson.

Steffanson in “the friendly Arctic.”

Meeting the Eskimo.
 R.C.M.P. in the Far North.

On the Pacific Coast:

The Spaniards in California.
 Drake on the western coast.
 Cook and Vancouver.
 The California Gold Rush.
 Gold on the Fraser River.
 The Trail of '98.

BOOKS FOR THE CHILDREN

Grade VI:

Anstey: “The Romance of British Columbia.” Gage.—.65.
 Burt: “The Romance of the Prairie Provinces.” Gage.—1.00.
 Gilbert: “Conquerors of Mexico.” Clarke, Irwin.—1.25.
 Goldring: “We are Canadian Citizens.” Dent.—1.00.
 Hamilton: “Royal Canadian Mounted Police.” Ryerson.—.10.
 Hamer-Jackson: “Discoverers and Explorers of North America.” Nelson.—.96.
 Janvier: “Aztec Treasure House.” Clarke, Irwin.—2.25.
 Karr: “Explorers, Soldiers, Statesmen.” Dent.—.60.
 Kiltie and Gilmour: “Adventures in Exploration II, VI.” Philip.
 McKinley: “Canadian Heroes of Pioneer Days.” Longmans, Green.—.65.
 Middleton: “The Romance of Ontario.” Gage.—.70.
 Moore and McEwen: “Picture History of Canada.” Nelson.—2.75.
 Morrison, Stone: “This Canada of Ours.” Clarke, Irwin.—.90.
 Prescott: “The Conquest of Mexico, I, II.” Dent.—.65.
 Ryerson Canadian History Readers (Series).—.10 each.
 Seary: “The Romance of the Maritime Provinces.” Gage.—1.00.
 Spoerer: “The White Man Comes.” Nelson.—.50.
 Stefansson: “My Life with the Eskimo.” Macmillan.—2.00.
 Stefansson: “Kak—The Copper Eskimo.” Macmillan.—1.20.
 Sutherland: “The Romance of Quebec.” Gage.—1.00.

REFERENCES FOR THE TEACHER

Grade VI:

Burpee: "Pathfinders of the Great Plains." Glasgow, Brook.

Colby: "The Founder of New France." Glasgow, Brook.

French: "Famous Canadian Stories." McClelland and Stewart.—1.29.

Hamer-Jackson: "Discoverers and Explorers." Nelson.—2.50.

Laut: "The Adventurers of England on Hudson Bay." Macmillan.

Laut: "Pioneers of the Pacific Coast." Macmillan.

Leacock: "The Dawn of Canadian History." Glasgow, Brook.

Leacock: "The Mariner of St. Malo." Glasgow, Brook.

Leacock: "Adventurers of the Far North." Glasgow, Brook.

Marquis: "The Jesuit Missions." Glasgow, Brook.

Parkman: "Pioneers of France in the New World." McClelland and Stewart.

Parkman: "La Salle and the Discovery of the Great West." McClelland and Stewart.

Parkman: "The Jesuits in North America." McClelland and Stewart.

Parkman: "The Conspiracy of Pontiac." McClelland and Stewart.

Prescott: "The Conquest of Peru." Dent.

Proceedings of The Royal Society of Canada, 1937: "The Discovery of Canada." King's Printer, Ottawa.

NATURAL SCIENCE

INTRODUCTION

The course in Natural Science is intended to include a study of the more salient features of plant and animal life, as far as possible in their natural setting—a study strictly elementary in scope yet conducted in a genuinely scientific spirit; some first-hand observation of natural phenomena—the changing weather, the apparent movement of the sun, moon, and stars, the sequence of day and night and the seasons; and such exploration of the principles of physiology and hygiene as may be necessary to give meaning and support to the health habits which the school attempts to establish in the lives of its pupils.

The purpose of the course is to initiate the children into the romance and wonder of science, and to enhance their natural desire to get to know the world around them and find an explanation of its phenomena. To observe carefully and dispassionately, to formulate one's observations in words or in other ways, and to make proper inferences from what has been observed, constitute a kind of experience in which all children should share. Although they are not being trained as scientists and not expected to amass an ordered body of scientific information, the children will by observation, experiment, and inference learn much that will help to make richer and more significant their experience as children in a world governed by natural laws.

Not the home, nor the school, but the unroofed country is the child's natural laboratory where he finds the things that appeal to his primitive instincts. The birds and insects of the air, the living animals of field and wood, the trees and flowers and shrubs, the water and the earth—these are his raw materials for experience and activity. The sky above, the field and forest, the garden and park, the running stream and the pond, are all alike full of interesting things which will attract and hold the child's eye, arouse his wonder, stimulate his inquiries, and give opportunities for discovery. It is here in the unordered observation of real things and happenings that an abiding interest in natural science may be enkindled, and the foundation laid for future systematic study or the lifelong enjoyment of a worth-while hobby. Care must be taken, however, to develop in the children

a right attitude towards living plants and animals. The gradual disappearance of many species of wild plants and animals may be checked, in part at least, by engendering in the children a sympathetic interest in "all creatures great and small."

When the study of plants and animals in their natural habitat is impossible, much can be accomplished by the use of window-boxes, nature-tables, insect cages, wormeries, aquaria, and vivaria. In the construction of these things and in the proper care of the plants and animals in them, the children receive valuable training in handwork and in plant and animal husbandry in addition to the interest engendered and the opportunities afforded for first-hand observation.

While the emphasis should be upon living plants and animals, the children may well be introduced to some of the simpler phenomena of inanimate nature. No attempt should be made, however, to develop anything in the nature of a formal study of any particular branch of science. The aim will be not so much to explain phenomena as to awaken the children's interest in them and to develop their powers of accurate observation and description.

The children's experiences in science are incomplete if they do not express them in verbal or pictorial form. Drawing, and modelling in suitable material, are useful aids to visualizing form and structure, and the making of note-books and portfolios for science records gives scope for language and handwork activities, as well as giving definiteness and permanence to the experiences in science.

Many of the experiences and activities suggested in natural science cannot be successfully carried out through "lessons" at set periods. A minute or two at any time may be required to follow the flight of a butterfly, to listen to the thunder, or to watch the falling snowflakes; an hour or two may be given occasionally to mounting a specimen, or modelling a turtle, or studying the tactics of an army of ants; and a half-day may profitably be spent in arranging a science exhibit or going on a field excursion. This must not be interpreted as meaning that the natural science is to be episodical in character, but that in

addition to providing regular and prearranged activities the teacher should seize every opportunity as it arises in school and out to cultivate the children's interest in science.

While it is desirable to give all children an introduction to the various phases of natural science, it is not to be expected or desired that all children will be equally attracted by each phase. Nor should all the children of a class be required to engage in the same activities. Outside of a common core of science experience, the children should be encouraged to follow each his natural bent, to explore his favourite field, to develop a genuine interest in and perhaps a thorough understanding of some one phase of natural science.

It is not intended that any class should engage in all the activities offered for the Grade, nor is any definite number prescribed. The teacher should select those that have a bearing on health and as many others, germane to the interests and needs of his class, as possible.

GRADES I, II, III

Autumn:

Naming the flowers in the school garden, or from home gardens.

Making bouquets of flowers from the school or home gardens.

Colouring hectographed outlines of garden flowers.

Looking for seeds and seed-pods formed by the flowers of garden plants.

Collecting, drying and storing seeds of garden plants.

Naming the trees in the school grounds, or in neighbouring parks.

Tracing the outlines of leaves of maple, oak, elm, beech, etc.

Collecting, drying and mounting a few leaves of trees.

Making bouquets of wild flowers such as asters, golden rod, chicory.

Finding some seeds that fly: dandelion, milkweed, maple.

Finding some seeds that "hitch-hike": burdock, pitch-fork burr.

Telling the story of a seed that went on a journey.

Tracing seeds of maple, etc.

Telling the class of birds seen gathering and going South.

Noticing which birds do not leave us.
 Making a sketch of wild geese flying South.
 Naming and collecting coloured leaves.
 Pressing and dipping coloured leaves in wax; mounting them.
 Tracing outlines of coloured leaves and colouring them.
 Making a leaf book.
 Noticing whether sunny places have brighter coloured leaves.
 Watching for the first leaves to start to fall; telling the class.
 Making a collection of coloured pictures of bulbs.
 Planting bulbs for Winter bloom and properly caring for them.
 Reporting on animals seen storing food for Winter.
 Finding out what animals of the locality go to sleep for Winter.
 Examining the Winter coats of animals.
 Collecting and feeding caterpillars.
 Watching caterpillars spin their cocoons.
 Collecting cocoons of various kinds.
 Preparing boxes for cocoons, to be placed outside.
 Keeping up a blackboard chart of "How Nature Gets Ready for Winter."
 Keeping a blackboard weather calendar.
 Making individual weather calendars showing sunny days with paper suns.
 Describing good homes for pets.
 Explaining how to feed pets.
 Keeping a pet at school for a few days.
 Noticing how trees get ready for Winter.
 Sketching the branching of the elm and maple.
 Modelling the bark of such trees as maple, elm, oak.
 Modelling twigs of trees with their Winter buds.
 Collecting bitter-sweet, cat-tails, etc., for indoor bouquets.
 Finding the name of the home Christmas tree or those elsewhere.
 Modelling evergreens or making plasticene layouts on paper.
 Making cardboard cut-outs of evergreens for sand-table scenes.

Winter:

Examination of snow-flakes (hand lenses).
 Making snow-flakes of paper.
 Watching how ice forms on a pan of water.
 Discussing the values of snow and ice to nature and to man.

Finding out where water from the tea-kettle goes when it boils away.

Discovering where the frost on the window comes from.

Making a wind vane to tell the direction of the wind.

Making individual weather charts for one week.

Keeping a class weather chart for one month.

Finding out the relation between the wind and the weather.

Finding out how the wind helps people.

Finding three common winter birds and learning what they eat.

Feeding our winter bird friends at home and at school.

Making a sand-table winter scene with evergreen trees, birds, snow, etc.

Finding and identifying tracks of animals in snow.

Making sketches of animal tracks in snow.

Finding out what our common animals eat in Winter.

Discovery of the Winter homes of animals.

Reading stories of local animals that "sleep" in Winter.

Sketching the homes of some common "Winter sleepers."

Learning to know the four phases of the moon.

Recording the different phases of the moon with silver or yellow paper.

Arranging paper stars to represent the big dipper and the north star.

Planting paper white narcissi in water.

Observing the bulbs planted in the Autumn as they grow in the classroom.

Caring for house plants in pots or window boxes in the classroom.

Finding out which plants like the sun and which do not.

Learning how to keep healthy in Winter.

Finding out what fruits we buy from other lands in Winter.

Talking about some common pets and how to care for them in Winter.

Talking about what our Summer bird friends are now doing down South.

Caring for goldfish in suitable aquaria in the classroom.

Finding out how goldfish swim and eat in the school aquarium.

Observing the lengthening of the days.

Finding out why the snow melts on Southern slopes first.

Observing where the sun rises in the morning and sets at night.

Discussing the value of the sun in giving warmth to nature and man.

Observing how melting snow forms little streams.

Finding buds on trees and watching for the first signs of their changing.

Keeping twigs of fruit trees in water in the schoolroom.

Observing the liquid in the thermometer.

Spring and Early Summer:

Making a classroom bouquet of pussy-willows and pussy poplars.

Reporting the return of birds in individual record books.

Keeping a class bird calendar.

Colouring and mounting bird pictures for each bird recognized.

Reporting on observations of birds making nests.

Making bird houses and shelters.

Planning and making bird baths.

Finding out who feeds the baby robins and how.

Learning to recognize a few bird calls.

Organizing an Audubon Bird Club.

Going on a morning or Saturday bird hike.

Looking for Spring wild flowers on an excursion.

Finding out which wild flowers should not be picked.

Arranging a few wild flowers in a bouquet.

Talking about how we may conserve our wild flowers.

Learning to know the common wild flowers of the locality.

Keeping up a blackboard calendar entitled "Signs of Spring."

Noticing where grass and other plants grow fastest in Spring.

Studying the buds of trees as they open out.

Learning to know our common Spring flowering shrubs as they bloom.

Identifying flowers of bulbs in gardens.

Finding out which garden plants bloom first.

Watching butterflies and moths emerging from cocoons.

Learning the names of common moths and butterflies from pictures.

Keeping eggs of frogs or toads in the classroom.

Watching the development of the young tadpoles.

Learning to know fruit trees by their blossoms.

Watching young fruit forming after the blossoms fall.

Planting a small flower or vegetable garden at home.
Watching how young plants of beans, peas, etc., start to grow.
Assisting in the care of the school and home gardens.
Watching how earthworms come out at night and withdraw when approached.
Trying to find out how a frog or toad catches an insect.
Learning to know the garter snake by its markings.
Finding out how it gets its food and where it lives.
Drawing the markings of the garter snake.
Discussing the value of snakes.
Looking for a friendly toad around the garden.
Trying to find out where it stays when not feeding.
Keeping a chart of the sunny days.
Observing different kinds of clouds.
Finding out which forest trees have flowers easily seen.
Making a collection of pictures to represent Spring.

GRADE IV OR CYCLE A

Autumn:

Identification and removal of weeds on the school grounds.
A nature study excursion through the school grounds.
Recognition of common annual flowering plants in the school garden.
Study of two flowering plants.
Recognition of common trees and shrubs of the roadside, streets, etc.
Recognition of four Autumn wild flowers.
Identification of the common grains of the community by kernel and head.
Comparison of good and poor samples of grain, without scoring.
Making a display of common vegetables.
Recognition of two insect enemies and two insect friends.
Study of the feeding and locomotion habits of some common insect.
Finding, identifying, and rearing caterpillars found in gardens.
Study of Nature's need and devices for seed dispersal.
Identifying fruits suitable for bird food.
Collecting and identifying various kinds of Autumn fruits.
Collecting and storing flower seeds, gladioli, dahlias, etc.

Finding out why birds go South.
 Planting bulbs outside for Spring bloom.
 Planting bulb indoors in soil for Winter bloom.
 Observations of how animals are preparing for Winter.
 Study of the teeth, nose and throat:
 Examination of structure.
 Relation of structure to function.
 Discussion of proper care.

Winter

Examination of snow flakes.
 Drawing of snow flakes.
 Discussion of the effects of frost.
 A class bird-feeding project.
 Taking a census of winter birds.
 January blackboard weather calendar.
 Recording the position and time of sunrise and sunset.
 Determining the length of each day for a few days.
 Measuring and recording the length of the mid-day shadow.
 Discussion of the sun as the source of heat.
 Discussion of the sources of heat in our homes.
 Recognizing the kinds of fuel used in our homes.
 Examination of a piece of coal.
 The story of a piece of coal from the mine to the home.
 How wild animals spend the winter.
 Discussion of the winter homes of wild animals.
 Study of animals' methods of conserving body heat.
 The use of wild animals to man and how we should protect them.
 Demonstration of the value of woollens as insulators.
 Discovery of how to wash woollens properly.
 Study of the eye and the ear:
 Examination of structure.
 Relation of structure to function.
 Discussion of proper care.

Spring and Early Summer

Making and decorating a bird calendar on the blackboard.
 Discussion of the return of birds from their Winter homes.
 Keeping of individual observation records of bird activities.

Practising a few calls of common birds until birds respond.
Setting up a bird bath and a bird feeding-table (crumbs from lunches).

Holding regular meetings of an Audubon Club.

Recording changes of bird activities as the season advances.

Recognition of flowering bulbs in the school and home gardens.

Making a blackboard calendar of common wild flowers.

Starting garden annuals in pots or boxes in the classroom.

Collecting frog's eggs and watching them hatch.

Experiments to determine the conditions necessary for seed germination.

Testing the germination of seeds gathered from the garden in the fall.

Observing and drawing the changes in bean or corn seedlings.

Making a blackboard calendar in May of all garden flowers in bloom.

Studying the life history of the trillium.

Transplanting young seedlings from flats.

Planning a vegetable garden at school or at home.

Planting and caring for a school or home garden.

Planning summer care of the garden.

Transplanting wood ferns to shady corners in the school grounds.

Learning how to care for a lawn.

Recognition of a few garden plants in the seedling stage.

Study of the skin, hair, and nails:

Examination of structure.

Relation of structure to function.

Discussion of proper care.

GRADE V OR CYCLE B

Autumn:

Identification and removal of weeds near the school.

Identification of annuals in the school garden.

Study of two flowering plants not previously studied.

Identification of trees and shrubs of the community.

Individual and classroom calendars of Autumn colours of trees.

Study of the habitat and habits of five common weeds not previously studied.

Potting of geraniums, coleus, etc., from the garden for winter bloom.

Making cuttings of geraniums and coleus for the school garden next Spring.

Learning to make up a suitable soil mixture for bulbs and indoor plants.

Study of the cabbage butterfly.

Learning how spiders spin webs and how they catch prey.

Setting up a spider home indoors; finding spider's eggs.

Finding out how the animals are getting ready for Winter.

Gathering fish, snails, a clam, tadpoles, etc., for a classroom aquarium.

Recognition of five common nut-bearing trees.

Learning to recognize plant foes such as Poison Ivy.

Recognition of common bulbs by their colour, shape and size.

Planting of bulbs indoors and outdoors.

Keeping a weather chart for November, noting winds, cloudiness, frosts.

Study of the changes in plants to meet Winter.

Finding out why and how trees get rid of their leaves.

Discovering why evergreens do not need to shed their leaves annually.

Recognition of all common local evergreen trees.

How garden plants should be protected for Winter.

Study of food components and their uses.

Study of vitamins—their values and sources.

Discussion of proper diets for growth and health.

Winter:

Recognition of common trees by their shapes and buds.

Discussion of the value of forests while standing.

Sketching and naming common leafless and evergreen trees.

Keeping twigs of fruit trees and flowering shrubs in water.

Finding cocoons in the bark of apple trees.

Searching for eggs of tent caterpillars on twigs of wild cherry trees.

Observation of how ice forms.

Discovery of why ice floats.
Discussion of the uses of ice to man.
Experiments to show water in three forms: solid, liquid, gas.
Explanation of how snow is formed.
Study of the position of snow drifts.
Study of the moon—its size, distance, motions, and how we see it.
Observation of the moon at successive hours for one evening.
A blackboard chart of one month's daily observations of the moon.
Drawing the four phases of the moon from personal observations.
Study of water in relation to health.
Discussion of drinks that are good for children.
Explanation of digestion as a process.
Study of the stomach, intestines and kidneys.
 General idea of location and structure.
 Important functions.
 Health practices.

Spring and Early Summer:

Keeping of individual bird calendars reporting return of birds.
Keeping a blackboard bird calendar.
Discussion of the enemies and protection of birds.
Holding regular meetings of an Audubon Club.
Making individual and blackboard leaf calendars.
Finding the flowers of maple, elm, willow, poplar, oak, etc.
Classifying spring flowers by colour as they bloom.
Making artistic bouquets of garden flowers, and of a few wild flowers.
Studying the life history of the dog's tooth violet.
Planting garden seeds in flats.
Making a hotbed at the school or home and growing plants in it.
Studying why the Trillium dies when the flower is picked.
Making a calendar showing dates of bloom of garden perennials.
Studying the nesting habits of birds.
Finding out how to plant and care for three vegetables.
Recognition and control of two kinds of insects injurious to garden plants.

Learning how to prune roses and shrubs in the school yard or home.

Observations of the work of honey bees visiting spring flowers.

Discussion of the home life of honey bees.

Discussion or demonstration of the hatching of chicks.

Discussion and practice of cultivation of gardens.

Recognition of common flowering shrubs by their size, shape and flowers.

Planning summer care of the garden.

Experiments to show the effects of sunlight upon plant growth.

Discussion of the relation of sunlight to health of man.

Experiments with chicks to show the effects of diet on growth.

Discussion of factors influencing growth.

GRADE VI OR CYCLE C

Autumn:

Identification and removal of weeds.

Preparation of the garden for best appearance during Autumn.

Keeping the classroom constantly supplied with bouquets of named flowers.

Study of how flowers are fitted to produce seeds.

Study of how climbing plants of the garden are fitted for their mode of life.

Searching in the garden for plants not previously recognized.

Studying the adaptations of the dandelion, plantain and chickweed for survival.

Study of the house fly in its relation to health.

Observations of the habits of ants (an ant colony in the classroom).

Investigating various methods by which animals store food for Winter.

Identification of some wild fruit trees or vines that birds feed upon.

Study of the codling moth—life habits, injury to apples, control.

Planting bulbs for indoor and outdoor bloom.

Gathering suitable "everlasting" flowers and plant materials for bouquets.

Preparing the garden for Winter.

Making a classroom display of common varieties of fruit, correctly labelled.

Learning how to store fruits and vegetables for Winter.

Discussion of how soil is formed.

Keeping a classroom weather chart for December.

Taking a census of bird's nests in a given area.

Planning a bird-feeding project for the Winter.

Observations of the nature of moulds on cheese, bread, decaying apples.

Discussion of beneficial, harmless, and harmful germs.

Discussion of germs in relation to disease.

Winter:

Making a "snowflake" book (paper models).

Recording the amount of snowfall for January on the blackboard.

Calculating the rainfall equal to a heavy fall of snow.

Discussion of how snow aids plant life in Winter.

Examination of Winter buds.

Discussion of enemies of trees and of forests.

Study of methods of forest protection.

Reporting on the value of Winter birds.

Protecting and attracting Winter birds about the school by feeding them.

Discussion of how birds are adapted to keep warm in Winter.

Study of how a thermometer tells temperature and how it is read.

Growing bulbs in soil and water in the classroom.

Finding out how a bulb is fitted to bloom so soon after planting.

Recognition of common house plants in the home and classroom.

Demonstration of how to care for house plants in the classroom.

Making diagrams of familiar constellations at 8.00 p.m.

Observations to show that snow melts earlier on south slopes.

Study of breathing.

Discussion of how germs spread.

Explanation of how germs enter the body.

Discussion of the methods of avoiding infection.

Demonstration of the value of pasteurizing milk.

Spring and Early Summer:

- Making personal and class bird records.
- Erecting bird houses and feeding places, and watering places.
- Holding an early morning bird hike.
- Forming a Field Naturalists' Club.
- Stocking an aquarium with suitable pond life.
- Keeping up a class flower calendar of fruit and forest trees.
- Making a flower calendar of garden shrubs.
- Studying the habits and control of two insects injurious to trees.
- Taking a census of wild flowers.
- Finding and destroying nests of tent caterpillars.
- Finding out how to recognize fruit trees by their bloom.
- Planning a garden design.
- Starting the plants for this design indoors.
- Planning a border along the side of the school yard.
- Planting perennials, trees and shrubs and annual plants in the border.
- Transplanting suitable shrubs or trees from forests to the school yard.
- Studying the life history of the hepatica.
- Identification of common butterflies and moths.
- Observing the life history of mosquitoes in a pail of ditch water.
- Demonstrating the control of mosquitoes by kerosene.
- Maintaining a cold frame at the school or home.
- Finding out the names, habits and uses of some common climbing plants.
- Recognition of common vegetable seeds.
- Planting of a vegetable garden and caring for it.
- Planting some flowering "bulbs" such as dahlias, gladioli, etc.
- Arranging for the Summer care of the school garden and grounds.
- Discussion of community control of disease.
- Explanation of health regulations.
- Discussion of the value of quarantine.
- Explanation of the use of vaccine and serums.
- Discussion of the common cold—dangers, precautions.

NOTE: Teachers holding certificates in agriculture may meet the requirements of Circular 56 or 56E by selecting from the activities listed for Grades V and VI those related to agriculture. In such cases the usual reports should be forwarded to the Department at the end of the school year.

BOOKS FOR THE CHILDREN

Allcott, A.: "The Young Observers." Cassell & Co., London, England.

Amoss: "Play Story Geography." Gage.—.75.

Beauchamp et al: "Science Stories." Books I, II, III, IV. Gage. Book I—.64, II—.72, III—.80, IV—.88.

Cameron, Margaret: "Fairyland Lane." (Selborne Nature Readers). Pitman.—.45.

Clarke and Keelor: Our Animal Books. D. C. Heath & Co., Boston (Copp Clark). "On Charlie Clarke's Farm," Grade IV.—.72; "Town and City Animals," Grade V.—.76; "Paths to Conservation," Grade VI.—.88.

Craig et al: Pathways in Science. Ginn. "We Look About Us." Grade II; "Out of Doors," Grade III; "Our Wide, Wide World," Grade IV; "Earth and Living Things," Grade V; "Learning About Our World," Grade VI.—.80 each.

Ditmars: "The Book of Living Reptiles." Lippincott.—2.00.

Elliott: "Men Who Make Things." Macmillan.—.15.

Elliott: "Men Who Get Things." Macmillan.—.15.

Gall and Crew: "Flat Tail." Clarke, Irwin.—1.50.

Gall and Crew: "Ringtail." Clarke, Irwin.—1.00.

Gall and Crew: "The Little Black Ant." Clarke, Irwin.—1.50.

Gall and Crew: "Wagtail." Clarke, Irwin.—1.00.

Hale, E. M.: "Stories of Men and Nature." Lippincott.—.72.

Jones: "The Wonderland of Common Things." Macmillan.—.45.

Knight, Elsie: "The Golden Nature Readers, Books I and II." Clarke, Irwin. Junior Series—.45 and .50.

Marsh, E. L.: "With the Birds." Book I. Dent.—.30.

Moore and McKone: "Nature Activity Readers," Books I, II, III. Ryerson. I—.60, II—.65, III—.75.

Nida and Nida: Science Readers. D. C. Heath & Co., Boston (Copp Clark). Book I, "Our Pets."—.80. Book II, "Trailing Our Animal Friends."—.88. Book III, "Baby Animal Zoo."—.88. Book IV, "Animal Life."—.88.

Patch and Howe: "Hunting," Book I. Macmillan.—.72.

Patch and Howe: "Outdoor Visits," Book II. Macmillan.—.72.

Persing and Peeples: "Elementary Science by Grades," Book I—.75. Book II—.75.

Petersham: "The Story Books: Wheat, Transportation, Houses, Wheels, Food, Clothes, Ships, Coal, Steam, Aircraft, Trains, Oil." Winston.—.60 each.

Phillips, Mary Geisler: "Honey Bees and Fairy Dust." D. C. Heath & Co. (Copp Clark).—.88.

Phillips and Wright: "Some Animals and Their Homes." D. C. Heath & Co. (Copp Clark).—.64.

Phillips and Wright: "Some Animal Neighbors." D. C. Heath & Co. (Copp Clark).—.68.

Teeters and Heising: "Early Journeys in Science." Lippincott. I—.68, II—.72, III—.80.

West: "Geography at the Grocer's." Macmillan.—.15.

Andress and Evan: "Success and Health." Ginn.

Burkard et al: "Health Stories and Practice." Ryerson.—.70.

Burkard et al: "Health by Doing." Ryerson.—.75.

Burkard et al: "Building for Health." Ryerson.—.75.

Burkard et al: "The Body and Health." Ryerson.—.75.

Charters et al: Health and Growth Series. "Living Healthfully."—.64, "Wise Health Choices."—.72, "Health Problems."—.80, "Good Habits."—.64. Macmillan.

Fowlkes et al: The Healthy Life Series. "Keeping Well"—.80, "Healthy Growing"—.64, "Healthy Bodies." Winston—.64.

Roberts, Mildred M.: "Safety Town Stories." Ryerson.—.75.

Turner and Collins: Malden Health Series. "In Training for Health"—.60, "Health"—.72, "Cleanliness and Health,"—.80. D. C. Heath & Co. (Copp Clark).

Whitcomb et al: "My Health Habits," Book IV. Rand, McNally, Chicago. (Gage).—.88.

Wilson, Isabel: "How You Work." Gerald Howe, London (Copp Clark).—1.25.

Wood et al: "Now We Are Growing." Nelson.—.65.

Wood et al: "Many Ways of Living." Nelson.—.65.

Wood et al: "Keeping Fit." Nelson.—.80.

Wood et al: "Blazing the Trail." Nelson.—.90.

Wood et al: "How We Live." Nelson.—.90.

REFERENCES FOR THE TEACHER

Beauchamp and West: "Science for Children" (Handbook to "Science Stories"). Gage.—.25.

Craig and Baldwin: "Teachers' Manuals for 'Pathways in Science' Series."

Croxtion: "Science in the Elementary School." McGraw-Hill Book Co., New York, 1937.

Pieper and Beauchamp: "Everyday Problems in Science." Gage.—1.60.

Pieper and Beauchamp: "Teachers' Guide Book for 'Everyday Problems in Science'." Gage.—.25.

Rose: "Teaching Nutrition to Boys and Girls." Macmillan.—2.00.

Taverner: "Birds of Canada." King's Printer, Ottawa.—2.00.

Trafton: "Nature Study and Science." Macmillan.—1.20.

Wright: "Birdcraft." Macmillan.—.98.

Ontario Teachers' Manual, Agriculture and Horticulture. Ryerson.—.35.

Ontario Teachers' Manual, Nature Study. Ryerson.—.39.

Botany for High Schools, authorized text for Lower School, Educational Book Co., Ltd., Toronto.—.65.

Zoology for High Schools, authorized text for Lower School, Educational Book Co., Ltd., Toronto.—.75.

Agriculture for Public Schools, Educational Book Co., Ltd., Toronto.—.70.

ARITHMETIC

INTRODUCTION

The course in Arithmetic for the elementary grades is intended to give the child an understanding of the significance of number in the ordinary affairs of life, and to provide him with training in the use of number for his own practical purposes. It includes a knowledge, adequate for the child's immediate needs, of our system of notation and numeration for integral and fractional numbers, a high degree of skill and accuracy in the application of the four fundamental processes to the solution of problems arising from the child's activities and social contacts, and a familiarity with the meaning and use of the units of measure employed in ordinary life.

In each phase of the work the child is led through successive grades to a mastery of the required skills, each grade providing in any skill the training appropriate to the child's needs, interests and experiences at that particular stage of his growth. Thus the arrangement of the course is vertical rather than horizontal.

The grade placement of the various topics has been determined by the published results of research in this field and by the experience of competent and thoughtful teachers of arithmetic. The new grade placement of many of the topics and the elimination of others, together with the rigid exclusion of unwieldy numbers and involved problems will greatly reduce the time required to deal adequately with the subject. Apart from its incidental use in the activities of the school, the amount of time required for arithmetic should not exceed twenty to thirty minutes per day.

The course of study herein presented has been planned for children of ordinary ability and can probably be covered by them without undue pressure in the time proposed. There are many children, however, for whom enrichment of the course will seem desirable because of their superior abilities and their interest in the subject. For such children it is suggested that the classroom

library contain, whenever possible, supplementary arithmetic books so that a greater variety of arithmetical experience within the grade limit may be provided. If acceleration is contemplated for a child he should be allowed to proceed to the more advanced work of which he is capable.

Arithmetic is a sequential subject. Its difficulties are cumulative. A pupil in an early grade who fails to understand some phase of the work becomes more and more confused as he proceeds, unless his difficulties are cleared up. It is therefore necessary to make sure that prerequisite topics and processes are understood before proceeding to new work. The teacher should have an intimate knowledge of the processes and topics of the previous grades, and should accept the responsibility of seeing that pupils understand what precedes, before new work is undertaken. Pupil weaknesses can be detected by making a detailed analysis of the steps in an operation and testing the pupil in these steps, or by studying the pupil's habits of work and types of errors, to gain insight into the mental processes of the child. When weaknesses are discovered and their nature is determined, explanation of the difficulty should be given, and suitable practice material provided to correct the weaknesses.

The teaching of new facts and mechanical processes should be presented in problem situations which require the new combination or process for their solution. These problem situations should be such that their reality is felt by the child, and *not* problems having only adult application. This presentation should aim to create a "felt need" and to give the child a sense of purpose for the learning of the new fact or skill.

The best training in arithmetic is probably that which results from solving problems arising out of real situations in the lives of the children. The activities engaged in by the children, in the classroom, on the playing field, and at home, will furnish many genuine problems, and full use should be made of them.

Regular practices, however, in the use of the fundamental processes will be required in order to make them automatic. In arranging such practice work care must be taken to make the periods short and frequent and to use only such computations as the child is likely to need.

A large proportion of the practice in arithmetic should be "mental," i.e., done without pen or pencil. For brisk drills in specific habits and for practice in solving a wide variety of problems, mental arithmetic has many advantages over written. Children should be so accustomed to this mental work that in making the calculations required in the activities of the school and the home, they will seldom have recourse to the use of pen or pencil. Even in the more formal work of the arithmetic class they should be encouraged to make easy computations mentally and should not be required to "show all the work."

The mistaken idea that accuracy in arithmetic is an outcome of speed has led to an unfortunate emphasis upon "speed tests." This practice is not only bad for the children because of the strain and uneasy sense of certain failure for some, but it is bad for the arithmetic. There is good evidence to show that in speed of computations, as in other mental and physical functions, children differ widely, and to force them into a uniform and an arbitrary rate of accomplishment is not only futile but harmful. It is more in accord with children's growth in other skills and with teachers' experience to expect speed to result from accuracy rather than accuracy from speed.

In all written work, attention should be paid to its arrangement. Children should not be trained to make their calculations in slovenly fashion on "scribbling" paper which is thrown away, and then record the results in neat "statements," for inspection. Apart from the moral question involved, such training is inimical to real progress in arithmetic. Clear thinking is essential in arithmetic and the habit of clear thinking is assisted greatly by the use of an orderly arrangement of written work, whether in a formal "solution" or a series of careful computations.

It is a matter of prime importance that the child develop desirable attitudes in reference to arithmetic—attitudes of interest, confidence, and accuracy. Interest is secured by relating the problems to the child's own experiences and as far as possible to his own needs. A child is certain to be interested in solving his own problems. Such problems independently solved are the means of establishing a genuine interest in the use of numbers. Confidence grows out of repeated success. The wise teacher so fits the "sums" and problems to the child's capacity that failure is unlikely and unexpected. Long practice in doing successfully small sums and easy problems develops an attitude of confidence. A desirable attitude towards accuracy is developed by avoiding with young children the use of computations in which they almost inevitably make errors, by giving credit only for accurate work, by training children from the first to check their work, and by insisting on neatness and orderliness in all written arithmetic.

GRADE I

Informal Experiences with Number:

Arising from classroom situations.

Growing out of enterprises and activities of the class.

Our Number System:

Whole Numbers:

Rational counting to 20.

Rote counting to 100.

Serial counting to 20.

Counting by 10's to 100.

Writing numbers in figures to 10.

Recognition of numbers to 100.

Meaning of ordinals, first to fifth.

Fractions:

Meaning of one-half (no numerical form).

The Fundamental Operations:

Addition and subtraction facts to 10:

Discovered by repeated experience.

Objects to be used, not symbols.

Memorization of facts not required.

Counting objects by 2's to 10.

Grouping objects (10 or fewer) in 2's.

Measurement:

Meaning and use of terms:

Relating to size—

Big, bigger, biggest, short, long, etc.

Relating to position—

Under, over, around, first, last, next, etc.

Relating to form—

Line, point, square, round, straight, etc.

Relating to quantity—

Many, more, most, some, few, etc.

Relating to time—

Morning, afternoon, night, yesterday, etc.

Coins—cent, five cents, ten cents.

(Making change not required.)

Stamps—one cent, two cent, three cent.

Problems:

Oral problems in story form:

Related to experiences of children in the classroom.

Arising from activities and enterprises.

Involving counting.

Involving comparison of size and quantities.

Involving addition and subtraction within the limits of 10.

Solved objectively.

GRADE II**Our Number System:**

Whole Numbers:

Counting continued and extended beyond 100.

Counting by 100's to 1,000.

Reading of numbers to 1,000.

Writing of numbers in figures to 100.

Meaning of ordinals to tenth.

Fractions:

Meaning of one-half, one-quarter (no numerical form).

The Fundamental Operations:

Addition and subtraction facts to 10.

Extensions in higher decades of facts to 10.

Single column addition limited to 5 digits.

Addition of two-digit numbers, no carrying:

Limited to three addends.

Subtraction of two-digit numbers, no borrowing or carrying.

Meaning and use of terms:

Add, subtract, sum, difference, answer.

No formal definitions.

Counting objects by 2's and 3's to 20.

Grouping objects (20 or fewer) in 2's and 3's.

Measurement:

Meaning and use of terms relating to size, quantity, etc.

Measuring with the inch, the foot, the pint, the quart:

Relationships discovered by actual experience.

Familiarity with Canadian coins:

Relationships learned by experiences.

Purchasing power of each.

Making change—using known facts.

Meaning and use of "hour," "day," "week."

Telling time to nearest half hour.

Problems:

Based on children's actual experiences.

Involving counting and the reading of numbers.

Oral one-step problems in addition and subtraction.

Written one-step problems:

Formal "solutions" not required.

Training in problem-solving:

Reading the problem.

Noting what is to be found.

Deciding whether to add or to subtract.

Verifying the result.

GRADE III**Our Number System:****Whole Numbers:**

Hindu-Arabic numerals to 10,000—

Reading and writing in figures.

Place-value of units, tens, hundreds, thousands.

Roman numerals—

Reading and writing to XII.

Fractions:Meaning and expression of $1/2$, $1/4$, $1/3$:

Concrete treatment.

The Fundamental Operations:**Addition:**

Diagnosis of individual weaknesses in facts to 10—

Individual corrective teaching where necessary.

Facts of numbers 11 to 18.

Extensions in higher decades.

Single column addition—

Limited to 6 addends.

Addition of two-figure numbers with carrying—

Limited to 4 addends.

Addition of three-figure numbers—

Without gaps—with gaps.

Limited to 3 addends.

Meaning and use of terms—

Addend, column, zero, carry, carrying.

Plus, the sign +.

No formal definitions.

Canadian Money—

Limited to 3 digits.

Checking—

By adding *down*.**Subtraction:**

Diagnosis of individual weaknesses in facts to 10—

Individual corrective teaching where necessary

Combinations of numbers 11–18—

Taught in connection with addition facts.

Subtracting two- and three-digit numbers—

Without borrowing or carrying.

With borrowing or carrying.

Careful treatment of zero difficulties.

Meaning and use of terms—

Less, remainder, borrow, borrowing.

Minus, the sign —.

Checking—

By adding remainder and subtrahend.

Multiplication:

Counting by 2's, 3's, 4's, 5's to 50.

The 2, 3, 4 and 5 times tables.

Multiplying two- and three-digit numbers by 2, 3, 4, 5.

Meaning and use of terms—

Multiplication, multiply, times, product.

Sign "×" read as "times" or "multiplied by."

Checking—

By reworking.

Measurement:

Units of length:

Measuring and estimating—

In inches, in feet, in inches and half-inches, in feet and inches.

Meaning of "yard"—

Relation of yards, feet and inches.

Measuring in yards, in yards and feet.

Easy oral reductions in yards and feet.

Meaning of terms—height, depth, thickness, breadth.

Liquid Measure:

Measuring and estimating—

In half-pints, in pints, in quarts, in quarts and pints.

Meaning of "gallon"—

Relationship of pint, quart, gallon.

Easy oral reductions in gallons and quarts, quarts and pints.

Units of time:

Month, minute.

Relationship of minute, hour; hour, day; day, week; week, month.

No reductions.

Telling time to nearest five-minute division.

Units of money:

Work of Grade II extended to include dollars.

Reading and writing of amounts of money—

In cents (65c. or 65 cents).

In dollars (\$2 or \$2.00).

In dollars and cents (\$3.45).

In cents expressed as dollars (\$.45).

Meaning of terms:

Pair, dozen, half-dozen, score.

Square, rectangle, triangle, semicircle.

Problems:

One-step, oral and written:

Generous practice in oral solution.

Formal "solutions" not required.

Solved mentally when possible.

Training in problem-solving:

Reading the problem.

Determining what is to be found.

Selecting the necessary data.

Deciding whether to add, subtract or multiply.

Verifying the result.

GRADE IV

Our Number System:

Whole Numbers:

Hindu-Arabic numerals to 5 digits—

Reading and writing in figures.

Place-value extended to ten-thousands.

Roman numerals—

Reading and writing to XXX.

Fractions:

Meaning and expression of $1/2$, $1/3$, $1/4$, $1/5$, $1/6$, $1/8$.

In relation to an object, a small group, denominative numbers.

The Fundamental Operations:**Addition:**

Diagnosis of individual weaknesses—

In basic addition facts.

In higher decade extensions.

Arranging in columns.

Ability to carry.

Dealing with zero.

Individual remedial treatment.

Single column addition, total not to exceed 100.

Addition of two-digit numbers—

Limited to 5 addends.

Addition of three-digit numbers—

Limited to 4 addends.

Adding Canadian money to \$10.00.

Checking by adding *down*.

Subtraction:

Diagnosis of individual weaknesses—

In basic facts.

Understanding the borrowing or carrying process.

Difficulties with zero.

Subtracting four-digit numbers—

Borrowing or carrying in one column.

In two consecutive columns.

In two columns not consecutive.

In three columns.

Zero difficulties and empty spaces.

Subtracting Canadian money, amounts less than \$10.00.

Checking by adding remainder and subtrahend.

Multiplication:

Diagnosis of individual weaknesses—

2, 3, 4 and 5 times tables.

Carrying,

Individual corrective treatment.

Tables—6 times to 10 times.

Multiplying two- and three-digit numbers—

By single digits to 9.

By 10—short method.

By two-digit multipliers,

Without and with zero difficulties.

Meaning of "multiplier."

Multiplying Canadian money by one-figure multipliers—

Product not in excess of \$100.

Checking by reworking.

Division:

Meaning of process.

Division facts.

Division of two- and three-digit numbers—

One-digit divisor.

Meaning of terms—

Division, divide, divided by, divisor.

Dividend, quotient, remainder.

Sign \div read as "divided by."

Quotient

Form: Divisor/Dividend

Dividing dollars and cents—

By one-figure divisor.

Dividend not to exceed \$10.00.

Checking by multiplication.

Measurement:

Measuring and estimating:

Inches, feet, yards.

Pints, quarts, gallons.

Their relationships.

Abbreviations.

Simple reductions involving two consecutive denominations.

Meaning of pound, ounce:

Actual experience in weighing.

Estimating weights—

Checking by weighing.

Articles purchased by the ounce, the pound, for the home.

Reduction of pounds, or pounds and ounces to ounces.

Units of time:

Relationships of seconds, minutes, hours, days, weeks, years.

Organization in table form.

Abbreviations.

Number of days in each month.

Telling time to nearest minute.

Meaning and use of terms—

Leap year, a.m., p.m., noon, midnight.

Reading the thermometer:

Meaning of temperature, degree, freezing point, boiling point, zero.

Canadian money:

Reading and writing in figures of amounts to \$100.

Making change from amounts up to \$5.00.

Simple stories of the origin of our units of measure.

Problems:

Oral one-step problems.

Oral two-step problems when one step is a simple reduction.

Written one- and two-step problems:

Arising out of ordinary child-life situations.

Solved in oral statements.

Formal "solutions" not required.

Calculations performed mentally when possible.

Training in problem-solving:

Reading the problem.

Determining what is to be found.

Selecting or calculating the necessary data.

Deciding on the process.

Verifying the result.

GRADE V

Our Number System:

Whole Numbers:

Hindu-Arabic numerals to 6 digits—

Reading and writing in figures.

Place-value extended to hundred-thousands.

Roman numerals—

Interpretation to C.

Fractions:

Meaning and use of $2/3$, $3/4$, $2/5$, $3/5$, $4/5$, $5/6$, $3/8$, $5/8$, $7/8$.

Equivalent fractions up to eighths.

Stories of the growth of our number system.

The Fundamental Operations:

With Whole Numbers.

Addition:

Study of individual weaknesses—

In basic addition facts.

In higher decade extensions.

Arrangement in neat columns.

Ability to carry.

Dealing with zero.

Remedial treatment as required.

Column addition of three- and four-digit numbers—

Limited to 5 addends.

Without gaps, with gaps.

Adding Canadian money.

Checking by adding *down*.

Subtraction:

Study of individual weaknesses—

In basic facts.

In understanding the borrowing or carrying process.

Difficulties with zero.

Subtracting five- and six-digit numbers—

Borrowing or carrying in 4 consecutive columns.

In 3 columns, not consecutive.

Zero difficulties and empty spaces.

Checking by adding remainder and subtrahend.

Multiplication:

Study of individual weaknesses—

In tables.

In carrying.

Difficulties with zero.

Remedial teaching as required.

Multiplying three-digit numbers by three-digit multiplier,

Without and with zero difficulties.

Checking by reworking.

Division:

Study of individual difficulties—

In division facts.

In steps of the process.

With zeros.

Dividing by one digit divisor using long form.

Dividing by two-digit divisors—

Dividend not exceeding five digits.

Checking by multiplication.

With Fractions.**Addition and subtraction:**

Common fractions and mixed numbers—

With like denominators.

With one fraction to be changed.

Sum of fractions less than unity.

Sum of fractions unity or greater.

Changing to mixed number.

Finding a fraction of a number (small, commonly used fractions only).

Measurement:

Measuring and estimating, using known units.

The mile in actual experiences:

Relationship of inches, feet, yards, miles—

Organization in table form.

Abbreviations.

The rod, meaning and use:

Relationship to mile, yard—

Use in reductions not required.

The peck, the bushel, meaning and use:

Relationship of pints, quarts, gallons, pecks, bushels—

Organization in table form.

Abbreviations.

The ton, the hundredweight—as items of information:

Relationship of ounces, pounds, hundredweight, tons—

Organization in table form.

Abbreviations.

Reading the thermometer:

Use of units of time.

“Tables” always available for reference in problem work:

Gradually memorized.

Simple stories of origin of our units of measure.

Problems:

Oral and written one- and two-step problems:

Arising out of ordinary life situations.

Logical oral explanations of solution.

Formal “solutions” not required.

Neat, orderly arrangement of written work.

Calculations performed mentally when possible.

Training in problem-solving:

Reading the problem.

Determining what is to be found.

Deciding what data is necessary.

Selecting or calculating the necessary data.

Deciding on the process.

Verifying the result.

GRADE VI

Our Number System:

Whole Numbers:

Reading and writing in figures of large numbers—

As required in work of other subjects.

Place-value extended to millions—

Use of commas in marking off large numbers.

Interpretation of Roman Numerals—

As found on corner stones, title pages of books, etc.

Stories of growth of our number system—

Introduction into Europe, supplanting Roman system,
etc.

Common Fractions:

Meaning and use of fractions in common use.

Inches as twelfths of a foot.

Ounces as sixteenths of a pound.

Tenths, hundredths, thousandths.

Decimal Fractions:

Reading and writing of decimals to three places—

A new method of writing known fractions.

Decimal equivalents: $1/2$, $1/4$, $3/4$, $1/5$, $2/5$, $3/5$, $4/5$.

NOTE: A ruler graduated in eighths along one edge and in tenths along the other is recommended.

Meaning of terms—

Decimal point, decimal place.

The Fundamental Operations:**With Whole Numbers:**

Diagnosis of individual weaknesses in the four fundamental operations—

Remedial instruction where necessary.

Practice in addition, subtraction and multiplication—

Examples such as occur in ordinary life.

Unwieldy numbers avoided.

High degree of accuracy required (90%–100%).

Division by three-digit divisors—

Expression of remainder as a quotient in fractional form.

With Common Fractions:**Addition and subtraction—**

Common denominator found by inspection.

Finding fractional parts of a whole number.

Finding what fraction one whole number is of another.

Finding the whole when a fraction of it is known.

With Decimal Fractions:

Addition and subtraction to three places.

Measurement:

Measuring and estimating with known units.

Meaning of square inch, square foot, square yard.

Actual experience in measuring—

Surfaces available in classroom.

Extensive use of cardboard square inch, square foot.

Estimating areas—checking by measuring.

Shortcut to finding area discovered.

Finding area, dimensions in same denomination.

Meaning and use of square rod, acre, square mile—

As items of information—reductions not required.

Relationships between units of area—

Organized as table, added to reference tables.

Available for reference at all times.

Abbreviations.

English money:

As items of information.

Relationship of English coins to Canadian coins—

Organized as table, added to reference tables.

Available for reference.

Abbreviations.

Stories of origin of units of measure.**Problems:****Practical one-, two-, and three-step problems:**

Based on real life situations.

Related to children's needs and experiences.

Emphasis on oral solution of problems—

With and without computations.

Written solutions to be orderly and intelligible—

Formal "solutions" not required.

Type "solutions" to be avoided.

Use of problems made or suggested by pupils:

Arising from classroom activities, games, home-life experiences, etc.

Keeping of children's cash accounts:

Showing sums received and spent.

Understanding bills made and receipted by grocer, etc.**Training in problem-solving:**

Interpreting the problem.

Determining what data are necessary.

Finding the necessary data—

In the problem as stated.

In previous problems.

In reference tables.

From other sources.

Estimating the reasonableness of the answer.

Verifying the result.

Arithmetical recreations—mental “nuts to crack”:
 One or two on a side blackboard each week.
 Solution to be voluntary.
 Explanation on Friday by anyone who can.

BOOKS FOR THE CHILDREN

Grades I, II, III:

Brueckner et al: “How We Use Numbers.” Winston.—.60.
 Breuckner et al: “Arithmetic for Every Day Use.” Winston.—.60.
 Hayes et al: “Numberland.” Copp Clark. Part I.—.64, Part II.—.68.
 Hight et al: “Highroads of Mathematics.” Nelson. Book I.—.85.
 Knight et al: “Study Arithmetics,” Grade III. Gage.—.76.
 Smith et al: “Walks and Talks in Numberland.” Ginn.
 Sheffield and Brown: “The New Canadian Arithmetic,” Book I. Dent.—.60.
 Studebaker et al: “Number Stories,” Books I and II. Gage. I.—.64. II.—.72.
 Woody et al: “Child Life Arithmetics,” Grade III. Ryerson.—.75.
 “New Trend Arithmetics.” Renouf, Montreal.
 “Master Key Arithmetic.” Grade III, Allen.

Grades IV, V, VI:

Brueckner and Sheane: “Arithmetics for Every Day Use,” Grades IV, V, VI. Winston.—.60 each.
 Hight et al: “Highroads of Mathematics.” Nelson. Book II.—.85, Book III.—.85.
 Knight et al: “Study Arithmetics,” IV, V, VI. Gage.—.76 each.
 Sheffield and Brown: “The New Canadian Arithmetic,” Book II. Dent.—.75.
 Smith: “The Wonders of One, Two, Three.” McFarlane.
 Woody et al: “Child Life Arithmetics,” IV, V, VI. Ryerson.—.75 each.

REFERENCES FOR THE TEACHER

American Council of Education: "The Story of Numbers," "The Story of Weights and Measures," "The Story of Our Calendar," "Telling Time Throughout the Centuries." The Committee on Materials of Instruction, 5835 Kimbark Ave., Chicago.

Brueckner: "Diagnostic and Remedial Teaching in Arithmetic." Winston.—2.00.

Brueckner: "Triangle Arithmetics, Teacher's Handbook." Winston.—.60.

Clark et al: "First Steps in Teaching Number." Gage.—1.20.

Guiler: "Objectives and Activities in Arithmetic." Rand McNally, Chicago.

Goldring: "Oral Arithmetic." Dent.—.90.

Losh and Weeks: "Primary Number Projects." Allen.

Mills: "The Teaching of Modern Arithmetic." Dent.—2.00.

Smith: "Number Stories of Long Ago." Ginn.—.90.

Studebaker et al: "Teacher's Handbook of Primary Arithmetic." Gage.—.72.

The National Council of Teachers of Mathematics: "The Teaching of Arithmetic." Columbia University, New York.

MUSIC

INTRODUCTION

Music enjoys a long established place in the education of children. It shares with gymnastics in contributing to the development of what Plato¹ called "eurythmia" and valued highly because, though expressed in physical terms, spiritual elements of deep importance were implicated in it and it was likely to run out into many expressions of a man's nature in his work. For the same reason the Hadow Report refers to music as "one of the indispensable elements of the elementary school curriculum."²

Like the other arts, music is an expression of deep-seated instincts in human nature. Its appeal is no doubt fundamentally to the feelings and emotions; but it has its intellectual side also and this is of no small importance. A training which includes rhythmic expression, the correct and pleasing use of the voice in singing, the concerted rendering of music that is in itself worth while, and the appreciation of some of the works of great musicians, can do much for the individual and for society in general.

The importance of good music teaching in the early stages cannot be too strongly urged. The facts of daily life do not form a corrective to poor teaching in music, as in some other branches of the curriculum, and unskilled teaching in the early stages may quite easily blunt the musical sense which most children possess, thereby making it much more difficult both for the pupil and the teacher in the later stages. It is generally agreed that if a child in the early stages learns a considerable number of songs of a simple character, he has more chance of developing the musical sense. These songs should be chosen carefully. A song is not necessarily good or even appropriate for children because it is childish. Good clear melody and good poetry are the essentials.

¹"Republic." Book III (Davies and Vaughan's Translation, p. 97.)

²The Primary School, p. 99.

The importance of developing a sound melodic taste cannot be over-estimated. For this purpose the use of national and folk songs is strongly recommended. The melodic directness of the songs makes an instant appeal to the child, and forms an instinctive and never-failing criterion in after life. The aim should be to learn a great number of these songs, rather than to practise a few with a view to finished performance, though breadth of treatment, intelligent phrasing, and undisturbed rhythm must be secured. The more simply they are sung the better the effect will be.

The educative value of music has often been overlooked in the past. It has sometimes been regarded as a soft relaxation. Its spiritual and mental stimulus has not been adequately appreciated. If taught on sound lines it should react upon the whole work of the school. In no subject is concentration more necessary; in no subject is there so much scope for the disciplined and corporate expression of the emotions; in no subject is there such an opportunity for generous response to be made to the appeal of the teacher.

Among the books in the school library should be a few that contain stories about music and music-makers. They should, of course, be small books, written for children and, if possible, illustrated. Lovely legends about music and interesting facts about great composers and musical artists should be familiar to every child. Some of this information will no doubt be given by the teacher, but it is better far that the children should find it for themselves in books, such as "Joyous Stories from Music's Wonderland."

An important phase of the music course in every school is learning to listen to good music. As Dr. Bridges has said in what is, perhaps, the most important educational treatise written since Wordsworth's *Prelude*, "There is nought in all his nurture of more intrinsic need than is the food of Beauty."¹ Of all the various manifestations of beauty in nature and art none is more universal in its appeal and refining in its influence than is music. The school which has a piano, *properly tuned*, and a teacher

¹Bridges: "Testament of Beauty," IV, 643.

musically gifted, can give its pupils an adequate training in listening. Other schools not so fortunate, can give to the children a rich diet of "the food of Beauty" by the use of a good phonograph and suitable recordings. For the guidance of those concerned a carefully selected list of records is provided. The list has been made fairly comprehensive so that teachers may have considerable freedom of choice in selecting material for their classes. By the purchase of a few records each year school authorities can soon build up a good library of recorded music. Many of the records are listed for several purposes and it is suggested that these should be purchased first. A minimum list sufficient to introduce the various activities may be had on application to the R.C.A. Victor Company, Toronto.

Teachers who are unable, by defect of nature or of training, to teach music successfully should make some arrangement whereby the children learn at least to sing. In large urban schools the problem is not acute. In isolated one-roomed schools an itinerant music teacher may be employed, who visits each of several schools once or twice a week. The Department of Education has in preparation a pamphlet "Music in Rural Schools," which will be of great assistance to those teachers who do not feel competent to give their pupils the benefits of training in music.

In music, as in other forms of expression, the children should have opportunities for creative work and their efforts to create should be appreciated and encouraged. Very young children can improvise rhythmic movements in response to lovely melodies and often exhibit a natural grace and simple symmetry quite as pleasing as the more formal responses learned in class. Young children, too, after a few weeks of voice training, can suggest simple exercises in tone and time which may be just as useful as the regular exercises and certainly more appealing to the children. Indeed as the children progress through the grades many of them will improvise simple melodies, which the discerning teacher will record and use as occasion may offer.

Perhaps the most interesting and practical form of creative work in music is in the making of musical instruments. Even the younger children can make some of the instruments for their

rhythm bands and toy orchestras. Older children can, and do, make surprisingly good pipes (soprano, tenor and alto), piccolos, flutes, panpipes, and even violins. Detailed instructions and stimulating suggestions in reference to such enterprises are to be found in "The Pipers' Guild Handbook."

It might be possible for children to entertain their parents by singing songs of which they have composed both words and music, supported by an orchestra playing instruments they themselves have made. Such an enterprise would do much to make a community music conscious.

PROGRAMME OF STUDIES

Grade I

Singing:

Rote songs—at least 40 should be learned:

Elimination of monotones begun.

Rhythmic Response:

Controlled rhythmic movement to music:

Walking, Marching, Stepping.

Running, Skipping, Jumping.

Swaying, Rocking, Gliding.

Free rhythmic movement to music:

Listening to what the music says.

Expression in bodily movements.

Action songs and singing games.

Rhythm Band.

Simple dances.

Complete listing of Rhythmic Response Records, pages 125 to 127.

Learning to Listen:

Songs for children:

Record¹

Winnie-the-Pooh Songs..... 221 to 223 \$1.25

More Winnie-the-Pooh Songs..... 230 to 232 1.25

Uncle Peter's Nursery Sing Song. 130833 1.25

Descriptive music:

In a Bird Store..... 120874 .75

Flight of the Bumble Bee..... 6579 2.00

¹Records listed here and elsewhere in this Programme are from the catalogues of the R.C.A.-Victor Company, Toronto.

March of the Toys (Herbert).....	9148	\$1.50
Elfin Dance (Greig).....	20079	.75
Voices of the orchestra:		
Evening Bells (Kullock).....	20079	.75
Legend of the Bells (Planquette).....	20164	.75
Canzonetta (Gaspari).....	19926	.75
Serenata (Moszkowski).....	20079	.75
Quiet listening:		
Legend of the Bells (Planquette).....	20164	.75
Seraglio (Mozart).....	19926	.75
Waltzing Doll (Poldini).....	20161	.75
Rhythms for children.....	20153	.75

REFERENCES FOR THE TEACHER

"The Music Hour in Kindergarten and First Grade." Silver Burdett & Co.
 "Music Appreciation for Every Child, Primary Grades." Silver Burdett & Co.
 "Waterloo Rhythm Band Method." Waterloo Music Co.
 "Music in Rural Education." Silver Burdett & Co.
 "Folk Dances and Singing Games." G. Schirmer & Co.
 "Songs for Young Canadians." Nelson.

GRADE II

Singing:

Rote songs—at least 40 should be learned during the year:
 Elimination of monotones completed.

Use of the staff begun in the second term:

Known songs sung with the staff on the blackboard.

Practice on the diatonic scale:

Unison and individual singing of the scale—

Intervals occurring in songs.

Explanation of staff as required for Grade I songs:

Practice in reading simple phrases from staff.

Practice in writing on the staff—

On the blackboard and on books.

New songs taught by *rote*:

The staff on the blackboard—Third term.

Singing from the blackboard easy sight phrases in syllables:

The first note should be given.

Simple explanation of staff notation:

Incidental and informal.

Rhythmic Response:

Controlled rhythmic movement:

Continuation of activities suggested for Grade I.

Free rhythmic movement as suggested for Grade I.

More interesting results expected.

Action songs and singing games.

Rhythm Band.

Simple Dances.

Complete listing of Rhythmic Response Records, pages 125 to 127.

Learning to Listen:**Descriptive music:**

In a Monastery Garden (Ketelbey).....	216501	\$.75
Babes in Toyland (Herbert).....	9148	1.50
Dance of the Gnomes (Liszt).....	1184	1.50
Dance of the Toy Regiment.....	19849	.75

Voices of the orchestra:

Cradle Song (Schubert).....	20079	.75
Bandinage (Herbert).....	20164	.75
Morning (Greig).....	19226	.75
Seralgio (Mozart).....	19926	.75

Quiet listening:

Melodies for Children, Nos. 1 and 2....	20079	.75
Toy Symphony (Haydn).....	20215	.75
Sylvia Ballet (Delibes).....	11655	1.50
Moments Musical (Schubert).....	1312	1.50

GRADE III**Singing:**

Songs—at least 40 should be learned during the year:

Encouragement of individual work.

Use of a song book begun:

Should contain many songs already learned.

First songs “read” from book should be known songs.

New songs still taught by *rote* with the staff on the board.

Practice in use of the staff:

Reading familiar phrases and new phrases.

Writing on the blackboard or work-book staff.

Practice on the diatonic scale:

Intervals as required in songs.

New songs taught from the book—Second term:

Taught by rote—children “reading” as they sing.

“Reading” should be gradual, incidental, inductive and voluntary—no forcing.

Rhythmic Response:

Rhythmic movements as in Grade I.

Rhythm band.

Toy orchestra.

Simple dances.

Complete listing of Rhythmic Response Records, pages 125 to 127.

Learning to Listen:

Descriptive music:

In a Chinese Temple Garden (Ketelbey)	35777	\$.75
In a Village Churchyard.....	120856	.75
Forge in the Forest.....	19879	.75
Warblings at Eve.....	19849	.75

Voices of the orchestra:

Canzonetta (Gaspari).....	19926	.75
Canzonetta (Mendelssohn).....	20161	.75
Martha (Flotow).....	20801	.75
Coronation March (Meyerbeer).....	20150	.75

Quiet listening:

Instrumental Combinations, Nos. 1 and 2	19226	.75
Vermeland.....	19923	.75
Anitra's Dance (Grieg).....	21245	.75
Barcarolle (Hoffman).....	20011	.75

SONG BOOKS—GRADES I, II, III

Burke, Claire: “Songs and Silhouette.” Grade I. Ryerson.—1.00.

Burke, Claire: “Scissors and Songs.” Grade I. Ryerson.—.50.

Davidson and Surette: “140 Folk Songs with Piano Accompaniment.” E. C. Schirmer Music Co., Boston.

Hill et al: "The Singing Period." (Graded Series). Books I and II. Waterloo Music Co., Waterloo, Ont.

Hollis Dann: "Hollis Dann Music Course, First Year." American Book Co., New York.

Hollis Dann: "Hollis Dann Song Series, Book I." American Book Co., New York.

Kent, Ada T.: "Sing a Song of Canada." Nelson.—.60.

Marshall: "The New Canadian Series, Book I." Canadian Publishing Co., Toronto.

McConathy et al: "Music Hour in the Kindergarten and First Grade." Gage.—3.50.

McConathy et al: "The Music Hour."—Two Book Course, Lower Grades. Gage.—.80.

Pears and Van Egmond: "Songs We Love to Sing."—Grade I. Gage.—.70.

Fenwick, R: "Music in Rural Schools." Department of Education.

Hill et al: "The Singing Period," Graded Series, Books 1 and 2. Waterloo Music Co., Waterloo, Ontario.

Davison and Surette: "140 Folk Songs with Piano Accompaniment." E. C. Schirmer Music Co., Boston.

Marshall: "The New Canadian Song Series." Book I. Copp Clark.—.10.

Hollis, Dann: Hollis Dann Music Course, First Year, Kn. and Gd. 1; Hollis Dan Song Series, Book 1. American Book Co., New York.

Pears and Van Egmond: "Songs We Love to Sing" (Grade 1). W. J. Gage & Co., Toronto.

Kent, Ada T.: "Canadian Nursery Rhymes and Songs." Thos Nelson & Sons, Toronto, 1937.

LIST OF RECORDS—VICTOR

Walking—Marching—Stepping:

March—Nutcracker Suite (Tschaikowsky)	8662	\$2.00
Minuet (Boccherini)	7256	2.00
March Militaire (Schubert) and March of Little Lead Soldiers (Pierne)	4314	1.00
Marseillaise and March Lorraine (Ganne)	22053	.75
Amaryllis (air Louis XIII)	22513	.75
Turkish March (Mozart)	1193	1.50
Grand March—Aida (Verdi), Pomp and Circumstance	11885	1.50
Toreador Song (Bizet), Soldier's Chorus (Gounod)	20801	.75
Coronation March (Meyerbeer)	20150	.75
Soldier's March (Schumann)	19881	.75
Officer of the Day March	19895	.75
Rhythms for Children	20162	.75

Walking—Marching—Stepping—Continued

Rhythm Medleys, Nos. 1 and 2.....	20526	\$.75
London Bridge, Mulberry Bush, etc.....	20806	.75
The Poppy, Turn Around Me, etc.....	21620	.75

Running:

Gavotte (Popper), Legend of the Bells.....	20164	.75
Elfin Dance (Grieg).....	20079	.75
Nigarepolska, Farandole, Hornpipe.....	21685	.75
Turn Around Me, The Poppy, etc.....	21620	.75

Skiping and Jumping:

Light Cavalry Overture (Von Suppe).....	20079	.75
Scherzo (Beethoven), Minuet (Paderewski).....	20164	.75
Rhythms for Children Nos. 3 and 4.....	20162	.75
Rhythm Medley No. 1.....	20526	.75
Mulberry Bush, London Bridge, etc.....	20806	.75
Farandole, Hornpipe and Nigarepolska.....	21685	.75
Seven Jumps, Minuet (Don Juan-Mozart)...	21617	.75
Hansel and Gretel and the Poppy.....	21620	.75

Swaying and Rocking:

Drink to Me Only With Thine Eyes.....	24001	.75
Morning (Grieg).....	19926	.75
Rhythms for Children.....	20162	.75
Kinderpolka and Carrousal.....	20432	.75
Turn Me Around, Hansel and Gretel, etc...	21620	.75

Imitative Motion:

Rhythms for Children.....	20162	.75
Carrousal.....	20432	.75
Rhythm Medleys, Nos. 1 and 2.....	20526	.75
Looby Loo and London Bridge.....	20806	.75

Gliding:

Waltzing Doll (Poldini).....	20161	.75
Kinderpolka and Carrousal.....	20432	.75

Musical Games:

Officer of the Day March.....	19895	.75
Soldier's March (Schumann).....	19981	.75

I See You and Dance of Greeting.....	20432	\$.75
Come Let Us Be Joyful, Broom Dance....	20448	.75
London Bridge, Mulberry Bush, etc.....	20806	.75

Drills and Dances:

Le Secret and Pirouette.....	20416	.75
Dance of Greeting and I See You.....	20432	.75
Bummel Schottische, Broom Dance.....	20448	.75
Kloppdans and Shoemaker's Dance.....	20450	.75
Irish Lilt.....	21616	.75
Minuet (Don Juan-Mozart).....	21617	.75
Hansel and Gretel and The Poppy.....	21620	.75
Hornpipe and How D'Ye Do My Partner..	21685	.75

Singing Games:

Dance of Greeting, I See You, Carrousal...	20432	.75
Broom Dance (German Singing Game)....	20448	.75
Shoemaker's Dance.....	20450	.75
London Bridge, Mulberry Bush, etc.....	20806	.75
Hansel and Gretel and The Poppy.....	21620	.75
How D'Ye Do My Partner.....	21685	.75

NOTE:—Teaching directions are available for the above
"Singing Games."

GRADE IV**Singing:**

Songs—at least 30 should be learned during the year:

Sung from the book usually.

Difficult phrases sung from the blackboard.

Frequent use of syllables and time names.

Rounds—occasional use:

Learned by rote—sung softly.

Practice on the staff:

Reading and writing familiar phrases.

Singing at sight new phrases—given the first note.

Writing easy phrases sung to syllables—

Position of *doh* to be given.

Sight singing of songs—second term:

“Reading” still incidental to *singing*—

Position and sound of doh to be given.

Meaning of key signature, etc., explained *informally*.

Practice on the diatonic scale:

Intervals as required in songs—

Constant effort to secure light clear tones.

Rhythmic Response:

See Physical Training—Singing Games and Folk Dances.

Listening:

Descriptive records:

Carnival of the Animals (three records)	7200 to 7202	Each \$2.00
In a Persian Market (Ketelbey)	4338	1.00
To a Wild Rose	1152	1.50
Dance of the Gypsy	7293	2.00

Voices of the Orchestra:

The Swan (Saint-Saens)	1143	1.50
Music Box (Liadow)	19923	.75
Lead through life	20161	.75
Humoresque (Dvorak)	20130	.75

Quiet listening:

Instrumental Combinations Nos. 1 and 2	20161	.75
Hall of the Mountain King (Grieg)	20245	.75
Intermezzo (Mascagni)	20011	.75
The Dragon Fly	22513	.75

Study of Composers:

Schubert:

March Militaire	4314	1.00
Cradle Song	20079	.75
Serenade	21253	.75
Moments Musicale	1312	1.50

Grieg:

Morning	11834	.75
Hall of the Mountain King	20245	.75
Elfin Dance	20079	.75

GRADE V

Singing:

Songs—at least 30 should be learned during the year:

- National songs—folk songs, etc., as needed—
- Taught by rote when the notation is too difficult.
- Some of the songs should be the minor mode.

Two-part songs—at least 10 should be learned:

- Each part taught as a sight song.
- Key note or first note to be given by the teacher—
- “Reading” as an aid to singing.

Practice on the staff:

- Reading and writing short phrases.
- Singing at sight new phrases—given first note.
- Writing phrases as sung—given position of *doh*.
- Technicalities of notation explained as met—
 - Familiarity with such to be a gradual growth.
 - Isolated drill on such matters to be avoided.

Practice on scales:

- Intervals and tone groups as met in songs.
- Introduction of the sharpened fourth when met in song.

Rhythmic Response:

See Physical Training—Singing Games and Folk Dances.

Listening:**Descriptive Music:**

Dance Macabre (Saint-Saens).....	14162	\$2.00
Spinning Song (Mendelssohn).....	1326	1.50
Midsummer Night's Dream—Overture..	6675	2.00
Monastery Bells.....	22096	.75

Recognition of instruments:

William Tell Overture, Part I.....	20319	.75
Scherzo (Beethoven).....	20164	.75
In a Monastery Garden (Ketelly).....	216501	.75
Anitra's Dance (Grieg).....	20245	.75

Quiet listening:

Hungarian Dances (5 and 6), (Brahms).	1796	\$1.50
Valse Bluette (violin solo).....	1332	1.50
Molly on the Shore (Grainger).....	4165	1.00
Invitation to the Waltz (Weber).....	6643	.2.00

Study of Composers:

Handel:

The Harmonious Blacksmith.....	1193	1.50
Largo (2 records).....	8738-8739	2.00
Joy to the World.....	20246	.75

Haydn:

Andante from Surprise Symphony.....	7059	2.00
Toy Symphony.....	20215	.75
Eighteenth Century Dance.....	7256	2.00
Minuetto in F. Minor.....	24011	.75

GRADE VI

Singing:

Songs—at least 30 should be learned during the year:

National songs—folk songs, etc., as needed.

Art songs if feasible.

Some songs to be in the minor mode.

Two-part songs—at least 20:

Key note or first note in each part to be given—

“Reading” as an aid to the singing.

Three part songs in the third term—optional.

Practice on the staff:

Singing from the staff at sight—given first note.

Writing phrases sung by teacher—given position of *doh*.

Singing and writing of harmonies.

Terms, signs, etc., explained as met—

Children to become familiar with such things by meeting them and using them.

Practice on scales:

Intervals and tone groups as required.

Use of the sharpened fourth and flattened seventh—

These practices should never be random, but always related to the songs being sung.

Rhythmic Response:

Physical Training—Singing Games and Folk Dances.

Listening:**Descriptive music:**

Nutcracker Suite (Tschaikowsky) (3 records)	8662-4	\$2.00
Sorcerer's Apprentice (Dukas)	7021	2.00
Fingal's Cave (Mendelssohn)	11886	.50
Carnival Overture (Dvorak)	29035	.75
Scheherazade (Rimsky-Korsakoff) (6 records)	8698-8703	2.00

Recognition of instruments:

Danse of the Flutes (Tschaikowsky)....	8663	2.00
Overture Miniature.....	8662	2.00
Carnival of the Animals (Saint-Saens), (3 records)	7200-2	2.00

Quiet listening:

Dream Pantomime (Humperdinck)....	11832	1.50
Clair de Lune (Debussy).....	1812	1.50
Portsmouth Point (Walton).....	4327	1.00
Bacchanale (Samson and Delilah).....	6823	2.00

Study of Composers:**Brahms:**

Hungarian Dance No. 5	4321	1.00
Cradle Song.....	1756	1.00
Waltzes 1 to 11, Op. 39.....	14131	2.00

Beethoven:

Minuet	21567	.75
1st Movement of the Fifth Symphony..	8508	2.00
Moonlight Sonata.....	6690	2.00

Mozart:

Minute (composed at the age of five years).....	1693	\$1.50
Minuet (Don Juan).....	21617	.75
Turkish March.....	1193	1.50
Marriage of Figaro.....	11242	1.50

Study of Rhythm, Melody, and Harmony:

Rhythm Dominant:

Hall of the Mountain King (Grieg).....	20245	.75
Moment Musical (Schubert).....	1312	1.50
Hungarian Rhapsody (Liszt).....	6652	2.00
Country Gardens (Grainger).....	1666	1.50

Melody Dominant:

The Swan (Saint-Saens).....	1143	1.50
Drink to Me Only With Thine Eyes....	4322	1.00
Melody in F (Rubenstein).....	22508	.75
Liebeslied (Old Vienna Waltz).....	6608	2.00
Evening Star—Tannhauser (Wagner)...	6563	2.00
Air for G String (Bach).....	7103	2.00
Ave Maria (Schubert).....	6691	2.00

Harmony dominant:

March Slav (Tschaikowsky).....	12006	1.50
Death of Asa (Grieg).....	11834	1.50
Finlandia (Sibelius).....	7412	2.00
Pilgrim's Chorus—Tannhauser (Wagner)	20127	.75

Rhythm, melody, harmony blended:

Prelude in C. Minor (Organ Solo) (Chopin).....	35972	1.25
Prelude in C Sharp Minor (Rachmaninoff).....	11922	1.50
Berceuse (Godard).....	20130	.75
Blue Danube Waltz (Strauss).....	8650	2.00

Singers:

Soprano Voices:

Lo, Here the Gentle Lark (Lily Pons)...	8733	2.00
Hark, Hark, the Lark (Master E. Lough, Boy Soprano).....	120822	.75
Calm as the Night.....	1747	1.50
I Know That My Redeemer Liveth (Master E. Lough, Boy Soprano).....		.75

Contralto Voices:

Abide With Me (O. Kline and E. Baker)	117782	\$0.75
Trees (Mme. Schumann-Heink).....	1198	1.50
Danny Boy (Mme. Schumann-Heink)...	1464	1.50
Come, Beloved (Handel) (Rose Bampton)	7746	2.00
The Erl King (Schubert) (Sigrid Onegin)	7657	2.00

Tenor voices:

O Canada (Edward Johnson).....	24005	.75
Berceuse from "Jocelyn" (Richard Crooks).....	8421	2.00
Harp That Once Through Tara's Halls (John McCormack).....	1553	1.50

Baritone voices:

Toreador Song (Lawrence Tibbett).....	8124	2.00
Sylvia (John Charles Thomas).....	1571	1.50
Short'nin' Bread (Conrad Thibault)....	24404	.75
Green-Eyed Dragon (John Charles Thomas).....	1655	1.50

Bass voices:

Song of the Volga Boatmen (Feodor Chaliapin).....	6822	2.00
Asleep in the Deep (Wilfred Glenn)....	20244	.75

Quartets, choirs:

Negro Spirituals (Mixed Quartet).....	4244	.75
Stars of the Summer Night (Mixed Quartet).....	24273	.75
War Song of the Normans (Victor Male Chorus).....	20152	.75
Sea Chanties (John Goss) (Cathedral Male Quartet).....	120823	.75
John Peel (Associated Glee Club).....	19961	.75

Recognition of Instruments:

Instrumental Solo with piano:

Cradle Song (Brahm) (Violoncello)....	20079	.75
Andantino (Thomas) (Oboe).....	.....	.....
Elfin Dance (Grieg) (Flute).....	.....	.....
Serenato (Moszkowski) (Violin).....	.....	.....
Shepherd Song (Wagner) (Eng. Horn) ..	20150	.75
Coronation March (Myerbeer) (Bass Clarinet).....	.....	.....
Serenade (D'Ambrosio) (Oboe).....	20161	.75

Instrumental Solo with Piano—Continued

Traumerei (Schumann) (Cello).....	1178	\$1.50
Estrellita (Ponce) (Violin).....	1332	1.50
Souvenir (Drdla) (Violin).....	1325	1.50
The Swan (Saint-Saens) (Cello).....	1143	1.50
On Wings of Song (Mendelssohn) (Violin)	6848	2.00
Humoresque (Dvorak).....	6692	2.00

Solo with orchestra:

Badinage (Herbert) (Piccolo).....	20164	.75
Legend of Bells (Planquette).....	.....	.75
Humoresque (Dvorak) (Violin).....	.....	.75
Scherzo (Beethoven) (Bassoon).....	.....	.75
Minuet (Paderewski) (Viola).....	.....	.75
Gavotte (Popper) (Violin).....	.....	.75
Celeste Aida (Verdi) (Violin).....	.....	.75
Martha (Flotow) (Oboe).....	20801	.75
Habanera (Bizet) (Flute).....	.....	....
Miserere (Verdi) (Cornet).....	.....	....
Evening Star (Wagner) (Cello).....	.....	....
Toreador Song (Bizet) (Viola).....	.....	....
Soldier's Chorus (Gounod) (Bassoon)...	.....	....
Rigoletto (Verdi) (Velesta).....	.....	....
Cradle Song (Schubert) (Cello).....	20079	.75

Duet with piano:

Morning (Grieg) (Flute, Oboe).....	19926	.75
Saraglio (Mozart) (Piccolo, Bassoon)...	.....	.75
Nocturne (Chopin) (Flute, Clarinet)....	.....	.75
Valse (Chopin) (Violin, Viola).....	20161	.75
Serenade (Schubert) (Trumpet, Trom- bone).....	11926	.75
Waltz (Brahms) (2 Clarinets).....	.....	....
Light Cavalry (VonSuppe) (2 Trumpets)	20079	.75

Trios, Quartets, etc.:

Lead Through Life (Woodwind Quintet)	20161	.75
Waltz (Hummel) (Piano Duet).....	.....	....
Canzonetta (Gaspari) (Violin, Cello, Harp).....	19926	.75
Old Black Joe (String Quartet).....	25002	.75
Drink to Me Only With Thine Eyes (String Quartet).....	24001	.75
Berceuse (Godard).....	20130	.75

MUSIC

Song Books, Grades IV, V, VI:

Bevan, R. T.: "Songs for Young Canadians," Book I. Nelson.—1.00.

Buck, Percy C: "The Oxford Song Book," Melody Edition, Vol. I. (128 rote songs, unison, in staff and sol-fa notation.) Anglo-Canadian Music House, Toronto.—.30.

Gibbon: "Northland Songs," No. I. Ryerson.—.50.

Hill et al: "The Singing Period," Books III, IV, V. Waterloo Music Co., Waterloo, Ont.

Hollis Dann: "Hollis Dann Song Series," Book II. American Book Co., New York.

Macmillan, Sir Ernest: "A Book of Songs." Dent.—1.25.

Macmillan, Sir Ernest: "A Canadian Song Book." (School edition of above.)—.45. "Songs for Canadian Boys." Macmillan. Words only.—.25. Music edition should be obtained from the Boy Scouts Association, Montreal.

Marshall: "The New Canadian Song Series." Copp Clark.—Book II.—.10, Book II.—.15.

McConathy et al: "The Music Hour." Two Book Course, Upper Grades. Gage.—.88.

LIST OF RECORDS

Pattern Songs:

Strawberry Fair, Young Richard, Where Do They Go, Sleep Baby Sleep, The Quest (From "New Canadian Song Series")...	216588	\$0.75
The Mermaid, The Meeting of the Waters, Golden Slumbers, Busy Bee (From "New Canadian Song Series" and "Singing Period").....	216589	.75
Dabbling in the Dew, Gossip Joan, Now is the Month of Maying, Fairy Song, In a Manger, Early One Morning (From "Singing Period").....	216590	.75
Canoe Song, Cradle Song, In the Garden I Love, Voyageur Song, Mountain Stream, Old Time Christmas (From "Northland Songs").....	216587	.75
Flow Gently Sweet Afton, Sally in Our Alley, Ye Banks and Braes, John Peel, Jock O'Hazeldean, Scots Wha Hae.....	4083	1.00
Drink to Me Only, Believe Me If All Those Endearing Young Charms.....	1238	1.50

Man in the Moon, The Airplane, Pussy Willow, The Dandelions, Autumn Leaves, Bobby Shafto, The Merry Gardener, A Thankful Song, Chinese Vegetable Man, The Goldenrod is Waving, The Elfin Balloon, The Wind, He Didn't Think, The Flower's Message, Lazy Robin (From "The Silver Book of Songs")	24539	\$1.15
Nikolina, John-John-Johnny, Spring Rain, Night and Day, Bed in Summer, Two Songs, Guardian Angels, Golden Slumbers (From "Hollis Dann Song Series")	4288	1.50
The Three Sailors, Cossack's Lullaby, At Twelve O'clock, An Easter Carol, In My Birch Canoe, Gardens in the Sea, Indian Lullaby, An April Girl, Spring's Messenger, Sleep, Baby, Sleep (From "Hollis Dann Song Series")	4289	1.50
Under the Stars, I Saw Three Ships, Cradle Song, When Mary Lulled Her Babe, Santa Claus Comes, The First Christmas, Silent Night, When Jesus Christ Was Born, Once in Royal David's City (From "Hollis Dann Song Series")	4290	1.50

National Folk Dances:

English:

Shepherd's Hey	20641	.75
Black Nag and Sweet Kate	20444	.75
Gathering Peascods, Rufty Tufty, etc..	20445	.75
Jenny Pluck Pears, Rufty Tufty, etc....	20446	.75

German:

Brummel Schottische, Come Let Us Be Joyful	20448	.75
Kinderpolka	20432	.75
Hansel and Gretal	21620	.75

Swedish:

Carrousel, I See You	20432	.75
Kloppdans	20450	.75
Nigarepolska	21685	.75

Danish:

Dance of Greeting.....	20432	\$0.75
Seven Jumps.....	21617	.75
Shoemaker's Dance.....	20450	.75

French:

Farandole.....	21685	.75
Minuet (Don Juan-Mozart).....	21617	.75

Irish:

Irish Washerwoman }		
St. Patrick's Day }	21616	.75

Czecho-Slovakian:

Turn Around Me.....	21620	.75
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Scotch:

Highland Fling }		
Highland Scottische }	21616	.75

Spanish:

La Paloma.....	20172	.75
El Choclo.....	21393	.75

Polish:

Mate's Waltz }		
Happy Hours }	181203	.75

Scandinavian:

Life in the Finland Woods—Waltz }		
Joanna—Scottische }.....	181456	.75

Specialty Dances and Interpretive Dances:

Soldier Dances:

Dance of the Toy Regiment.....	19849	.75
March of the Toys (Herbert).....	9184	2.00
Wedding of the Painted Doll.....	22043	.75
Parade of the Wooden Soldiers.....	V25	.75

Sailor Dances:

Sailor's Hornpipe.....	21685	.75
Fisher's Hornpipe.....	V29031	.75

Gypsy Dances:

Gypsy Love.....	68783	1.25
Two Guitars, Black Eyes.....	20037	.75

Tap Dances:

Turkey in the Straw, Arkansas Traveller	V40136	\$0.75
Tap Dance Medley, By Heck—Tap		
Dance.....	22228	.75
Canadian Capers, Maple Leaf Rag.....	22608	.75
Tap Dance, Daughter of Rosy O'Grady	22386	.75
School Day Dixie Melodies.....	24178	.75

Interpretive Dances:

Medley of Waltzes.....	9308	2.00
Badinage, Air de Ballet (Herbert).....	9147	2.00
Marche Militaire.....	4314	1.00
Waltz of the Flowers (Tschaikowsky)...	8664	2.00
Moment Musical (Schubert).....	1312	1.50
Rendezvous (Alletter).....	20430	.75
Coppelia Ballet (Delibes).....	6586	2.00
Rosamund Ballet, Vienna Waltzes (Schubert).....	9307	2.00

Standard Dances:

Schottische:

Lena (Meuves).....	20253	.75
Under the Moonbeams.....	V4004	.75

Mazurka:

La Czarina (Gaune).....	20430	.75
Sweet Smiles.....	V4004	.75

Tango:

El Choclo—Y Como Le Va?.....	21393	.75
Fate-Dream Tango.....	20454	.75

Polka:

Jalasjarven.....	V4005	.75
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Minuet:

Minuet (Don Juan) Mozart.....	21617	.75
Minuet (Boccherini).....	7256	2.00
Minuet in G (Paderewski).....	216501	.75
Minuet in G (Beethoven).....	20164	.75

Gavotte:

Gavotte in F Major (Beethoven).....	1136	1.50
Gavotte (Popper).....	20164	.75

Waltz:

Valse Bluette.....	1757	1.50
Waltz in A Major (Brahms).....	1667	1.50
Blue Danube (Strauss).....	8650	2.00

BOOKS FOR THE CHILDREN

Cowen: "Little Talks about Big Composers." Clarke, Irwin.—.75.

Davidson: "Legends of Music." T. E. Jack, London (Nelson).—.20.

Jones: "Joyous Stories from Music's Wonderland," First and Second Series. Macmillan. First—.30. Second—.45.

La Prade: "Marching Notes." Doran.—1.25.

La Prade: "Alice in Orchestralia." Doran.—1.00.

Hendry: "Masters of Music." (Edited by The late Charles E. Percy). Ryerson.—1.00.

Roberts: "Young Masters of Music." Clarke, Irwin.—2.50.

REFERENCES FOR THE TEACHER

Baggs and Dixon: "Waterloo Rhythm Band Method," Teacher's Manual— Scores, Music. Waterloo Music Co., Waterloo, Ont.

Burchenal: "Folk Dances and Singing Games" (Twenty-six Folk Dances of various European countries suitable for Grades I-VI). G. Schirmer, Inc., New York.

Edmonds, Paul: "Rhythmic Tunes and Songs for Children." Pitman.—1.00.

Fenwick, G. R.: "Music in Rural Schools." Department of Education.

Fox and Hopkins: "Creative School Music." Gage.—3.00.

Hubbard: "Music Teaching in the Elementary Grades." Gage.—2.25.

Johnson, W. W.: "The Gramophone in Education." Pitman.—1.50.

Lowry, Glen: "Music Appreciation for Every Child." Gage. Primary Grades—.80. Intermediate Grades—.90.

McConathy et al: "Music in Rural Education." Gage.—1.25.

McConathy et al: "The Music Hour," Elementary Teacher's Book. Gage.—1.48.

McConathy et al: "The Music Hour," Intermediate Teacher's Book. Gage.—1.84.

Neilson and Van Hagen: "Physical Education for Elementary Schools." A. S. Barnes, New York.

Sharp, Cecil J.: "The English Country Dance," Graded Series, Vols. I-VI. H. W. Gray Co., New York.

"The Pipers' Guild Handbook." J. B. Cramer & Co., 139 New Bond St., London.—.60.

ART

INTRODUCTION

The term "Art" as used in this curriculum has special reference to those forms of artistic expression frequently designated as "graphic," "plastic" and "industrial" arts. This restricted use of the word is not meant to imply that the principles underlying their school treatment are fundamentally different from those that underlie the arts of language or music. The difference lies rather in the media used, and the distinction is made largely for convenience.

As in language and music, the school curriculum in art should recognize the importance of both appreciation and creation. Appreciation of the beautiful is partly emotional and partly intellectual, and the school should provide experience in and training for both these phases of appreciation. Creation in the realm of art is emotional, intellectual, and physical; since the forms of beauty which the child attempts to create with pencil, brush, or knife have been forefashioned in the mind in response to an emotional experience. For all three phases of such creative effort the curriculum should provide opportunity and training.

The purpose of the experiences and activities in art should, then, be to develop in the children the power to see and enjoy the beautiful in nature and in art, and to cultivate in the children the ability to express more and more successfully by drawing, modelling, and constructing *their own* ideas.

Art should not be thought of in terms of one or two "lessons" a week. Drawing, modelling, or constructive work should be a phase of much of the work in English, Social Studies, Health, and Natural Science, as well as being inspired by the life of the child in the home, the school, and the community. The interest of young children in drawing and in making things displays all the characteristics of an instinctive urge, and some part of every day might well be devoted to this form of activity.

Technical instruction to increase the child's ability to express his ideas should be given in response to a felt need on the part of a child, and should not be given before there is such need. The child who knows there is "something wrong" with his work is ready to profit by instruction that would be worse than wasted on those who neither need nor desire it.

Every effort should be made to encourage the child in his art experiences and activities to select, observe, and record *for himself*, and to avoid reducing him to the position of merely doing what he is told. The sense of beauty and the desire and ability to express it are not likely to be developed by the dictation exercises sometimes called art lessons.

The child's spontaneous efforts should always be accepted, and in appraising them the teacher should not be influenced by any preconceived notion as to the type of work children at any given stage should produce. It is, however, astonishing how good are the results achieved by ordinary children when given freedom to express their own ideas in their own way.

While it is desirable that children should have experience in all the various forms of art work, it is not to be expected that all will become proficient in any one form or that any will become proficient in all forms. It will probably be found that some children find their best mode of expression in drawing, some in carving, some in modelling, and some in construction. It is by no means necessary that all the children of a class should be working on the same subject or with the same medium at the same time.

The creation of beauty by the child is a corollary of his experience of beauty in nature and in art. No opportunity therefore should be missed to direct the attention of children to forms of beauty all around them. The landscape, the sunset sky, the clouds, the trees shrubs and vines, the flowers, the birds and butterflies, each may be to the child a thing of beauty. Not

alone in the works of the great Master Artist but in those of His disciples is beauty to be discerned. In paintings and sculpture, in architecture, in lettering, in stained glass windows, in rugs and fabrics, in china and glassware, and in the common things of everyday life, the child may have an experience of beauty that will be reflected in his own attempt to fashion something beautiful.

In attempting to lead children into such experiences the teacher must walk warily. A simple but sincere comment, a gesture of silent admiration, an evident but unspoken enjoyment of the beautiful, may so profoundly affect a child that "a primrose by the river's brim" will always be to him very much more than a yellow primrose.

Much may be done to cultivate the children's love of effective colour combination, just proportions, and pleasing arrangement by the silent but powerful influence of the room in which they live. The walls and ceiling should be harmoniously coloured, the furnishing of the room should be properly arranged, illustrative materials and displays of pupils' work should be carefully placed, pictures should be hung with care, and the appearance of the room as a whole definitely though unobtrusively artistic.

The establishment in the class room of a "Corner for Beautiful Things" may have far-reaching effects. On a low table or shelf, attractively covered and well lighted, may be placed a piece of good pottery, statuary, pewter or china ware, a good print or etching, or an exquisite bit of lace or needle work. It is important that any object of art should occupy the "Corner for Beautiful Things" only a few days.

The children may be permitted by private arrangement with the teacher to bring from home objects of art for the "Corner."

"Picture appreciation" requires a knowledge of standards of beauty, of principles of design, colour, and tonal values. For this reason formal "picture study" should not be included in the course for the elementary grades. Pupils in these grades should, however, be brought into contact with the best available repro-

ductions of some of the world's great pictures. These must, however, be chosen on the basis of the appeal of the subject, which should come within the interests and experiences of the children. Good examples of modern pictures should be included. The pictures should be hung so that pupils can examine them with ease and comfort. Pupils might also be encouraged to make collections of pictures which appeal to them, and these should be suitably mounted and preserved.

GRADES I, II, III

Creative Expression:

Illustrative of the children's own experiences.
Suggested by stories, nursery rhymes, etc.
Inspired by work in Social Studies, etc.
Carried out in various media—

Drawing:

Use of soft media—
Coloured chalk.
Crayons.
Charcoal.
Pastels.
Soft Pencils.

Use of large surfaces—

Large sheets of drawing paper.
Remnants of wall-paper.
Wrapping paper.
Newsprint.

Modelling:

Plasticine.
Flour and salt mixture.
Paper pulp.
Clay (Grade III).

Making Three-dimensional Pictures:

Sand table representations.
Peep shows.

Weaving:

Use of coarse materials.
Use of simple frames:
Made by older pupils.

Construction:

Use of paper.
Use of light cardboard.

Technical Instruction:

Related to creative activity.
Given as needed by the child:
Preparation of materials.
Mixing of colours.
Representing objects of different sizes.
Indicating distance of objects by size of drawing.
Use of converging lines for a horizontal plane to distinguish it from a vertical plane.
Use of action lines in figure drawing.

GRADES IV, V, VI**Creative Expression:**

Illustrative of the children's own experiences.
Inspired by the work in English, Science, etc.
Expression of the children's own ideas.
Done in various forms:

Drawing:
Use of soft media—
Coloured chalk.
Pastels.
Charcoal.
Soft pencils.
Use of large surfaces—
Drawing paper.
Building paper.

Wall-paper.
Wrapping paper.
Newsprint.

Picture making:
Use of opaque colours—
Tempera, alabastine, calcimine.
Use of clear water colours.

Pen and ink drawings.

Modelling:
Plasticene.
Salt and flour mixture.
Modelling clay
Paper pulp.

Carving:
In soap.
In soft woods.

Design:
Making original designs for decoration.

Lino Cutting:
Book plates, Christmas cards, etc.

Construction:
Making objects for real purposes.
Use of paper, cardboard and thin woods.

Lettering:
Freehand lettering on maps, posters, etc.

Sewing:
Making articles for children's own use.
Making simple gifts.
Making costumes for plays.

Knitting:
Making useful articles.
Using large needles.

Weaving:
Using simple frames or looms:
May be made by the older pupils.

Technical Instruction:

Related to an activity in progress.

Given only in response to a felt need:

Preparation of materials.

Mixing of colours.

Methods of using various media.

Use of washes.

Use of a fixative.

Mounting of finished work.

Methods of indicating distance—

Converging lines.

Relative size.

Amount of detail.

Variation in colour intensity.

Experiences leading to an understanding of
Balance, Proportion, Colour Harmony.

BOOKS FOR THE CHILDREN

"Art Stories," Books I, II, III (Manual for Teachers). Gage. I—.72,
II—.84, III—.92.

REFERENCES FOR THE TEACHER

Ackley: "Marionettes. Easy to Make! Fun to Use!" F. A. Stokes Co., N.Y.

Benton: "Pictorial Paper Cutting." Pitman.—1.00.

Berry: "Art for Children." Studio Publications Inc., New York, 1935.

Campbell: "Paper Toy Making." Pitman.—1.50.

Dobbs: "The First Steps in Art and Handwork." Macmillan.—2.00.

Elliott: "Painters of Pictures and Makers of Music." Macmillan.—.15.

Furniss: "Drawing for Beginners." Clarke, Irwin.—2.25.

Grayson: "Picture Appreciation." Dent.—2.00.

Littlejohns: "Art in Schools." Clarke, Irwin.—3.00.

Littlejohns: "Allied Arts and Crafts." Pitman.—.75.

Ritchie and Winter: "Paper Occupations for Infants." Pitman.—1.00.

Roberts: "Stories of the Youth of Artists." Clarke, Irwin.—1.25.

Russell: "The Child and His Pencil." Geo. Allen & Unwin, London, 1935.
(Nelson).—1.00.

Smyth: "Art in the Primary School." Pitman.—2.25.

Tannahill: "Fine Arts for Public School Administrators." Bureau of Publications, Teachers' College, Columbia University, N.Y.

Tomlinson: "Picture Making by Children." Studio Publications Inc., 381 Fourth Ave., New York.

Wheeler: "Playing with Clay." Macmillan.—1.00.

Wilhelm: "With Scissors and Paste." Macmillan.—1.00.

Wiecking: "Education through Manual Activities." Ginn.

Witford and Lick: "Art Appreciation for Children." Gage.—.28.

Witt: "How to Look at Pictures." Clarke, Irwin.—2.25.

Wren: "Handcraft Pottery." Pitman.—3.75.

"Art Education To-day." (Contains a very good bibliography.) Bureau of Publications, Teachers' College, Columbia University, N.Y.

"Industrial Art." The Board of Public Education, Philadelphia

ENTERPRISES

Enterprises are individual or group activities undertaken by the children for a purpose that appeals to them. Children engaged on an enterprise do not know what "subject" they are studying nor in what "period" according to a "time-table." The enterprise occupies part of their time for an afternoon, for a week, or for a month, and involves all types of school experience and activity. For instance, preparation for the performance of a play may involve the writing and practice of the dialogue, the planning and making of costumes, the construction of scenery, the calculation of the cost of materials, the writing of invitations, the learning of songs and dances, the decoration of the classroom. "There is no doubt that at such times what the children learn has a significance and a vitality not often reached in routine 'lessons.' In the planning and carrying out of an enterprise the children may learn in a short time more than they would otherwise learn in the course of a school year."¹

While an enterprise is of necessity teacher-inspired it should be regarded by the children as *their* enterprise, and should be planned and executed by them with a minimum of guidance from the teacher. So long as children are trained to do in school only what they are told, growth in initiative must be the result of extra-curricular activities; and so long as children are trained to depend on adult guidance in their work they will not develop the power of grappling with difficulties and overcoming obstacles. If, however, the energies and capacities of the children are released in the service of an enterprise which *they* consider worthwhile, it is astonishing what children can and do accomplish, and satisfying to reflect upon what they have acquired through their enterprise in knowledge, skills, and attitudes.

It is not intended that the use of enterprises should wholly replace the more familiar method of organizing children's school

¹The Primary School, p. 102.

experiences. It would be extremely difficult by means of enterprises alone to secure for children the necessary amount of training in Arithmetic, Reading, and Writing, and still more difficult to secure a proper sequence. Certain other forms of activity such as Music or Art, while likely to be involved in most enterprises, should frequently be engaged in for their own sake. Children should learn to sing a song simply because the song is delightful, or draw a scene because drawing is such good fun. Then, too, it must be remembered, a change in teaching method should be adopted gradually. It might be wise to begin the use of enterprises, as many teachers have already done, by permitting the children to prepare an historical pageant, a patriotic programme, or an exhibit of some kind once in a term. But it is suggested, subject to the foregoing qualifications, that the work of the elementary grades should be increasingly informed by the principles of the enterprise method.

By permission of the Minister of Education for Alberta, the following outline of an enterprise is reproduced from the Alberta Programme of Studies. It is intended merely to indicate how an enterprise is planned, worked out, and brought to a successful conclusion.

A TYPICAL ENTERPRISE

Forest and Stream: A Movie Film and Illustrated Lecture

Theme:

Trees are very valuable in supplying many of men's needs. They beautify man's surroundings, and provide shelter, food, clothing, tools, recreation, education, luxuries.

Motivation:

A nature walk; leafing out of trees in the spring; forest fires in the fall; picture of a lumber-jack or lumber camp; talks about trees and their value; the commercial products of trees.

Prospects:

Discussions of the following:

- (a) Reference material for further information; books, bulletins, reports, pictures.

- (b) How pictures, clippings and specimens can be preserved for use.
- (c) Things we should like to know about trees and their use; how this material could be arranged under topics for study.
- (d) How we can display the results of our study (the culmination).
- (e) The making of the movie machine.
- (f) The making of the film; size of the picture; material and media.
- (g) Other illustrative material which might be used for the lecture and for room decoration: a frieze showing lumbering operations; specimens mounted; charts, graphs, maps, posters, models; sand-table set-up.

Preparation: Five Problems.

- I. A study of trees.—Their aesthetic value; growth and use in our immediate vicinity.
To make a collection of specimens, leaves, bark, seeds, cones, wood, pictures of types of trees.
- II. The forest regions of Canada.—The value of Canadian trees in supplying man's needs.
To make a frieze showing lumbering activities.
- III. The pulp and paper industry of Canada is one of Canada's major industries.
To make a movie film showing the development of written records from early days to a modern paper mill.
- IV. The conservation of forests.—What Canada is doing to preserve her natural wealth.
To make a set of posters. What we can do to help preserve trees and forests.
- V. The needs of man supplied by trees of other lands.
To make a large chart of mounted products obtained from trees outside the immediate vicinity.

Culmination: The Illustrated Lecture.

- (a) Assembling the material.
- (b) Decorating the room.
- (c) Inviting the guests.
- (d) Entertaining the guests.
- (e) Clearing away; and writing notes of thanks.

PROBLEM I

The study of trees; to make a collection of specimens—leaves, bark, seeds, cones, wood. Pictures of types of trees in immediate vicinity.

- (a) Recognize different trees by their leaves, bark, shape, seed.
- (b) The value of root, trunk, leaf, sap, seed, in preserving the life of a tree; the structure of the leaf; transpiration; respiration; manufacturing in the leaf.
- (c) Growth of trees year by year; how to tell ages of trees; stories found in the trunks of old trees.
- (d) The value of trees:
 - (1) In the city—shade, ornament and beauty, home for birds. Care of trees in parks, boulevards, streets. How to plant a tree.
 - (2) On the farm—fuel, windbreak and shelter.
 - (3) In commerce—articles of trade and commerce, material for public utilities.
 - (4) In controlling moisture. Forests help to keep the rivers supplied with water.

Things to do:

1. Make drawings of trees.
2. Make leaf prints on smoke-covered paper or in plasticine or clay.
3. Use leaves and cones in design.
4. Learn a poem about trees, and write original verses.
5. Plant a tree in the school-yard or at home and care for it.
6. Make a booklet containing pictures of different types of trees.
7. Make collections: mount and name leaves, bark, seed, cones, wood.

PROBLEM II

The forest regions of Canada. The value of forests in supplying man's needs.

To make a frieze showing lumbering activities.

A. Location of Canada's forest regions. The Pacific forest, the Atlantic forest, the great northern forest, park lands. Abundant growth dependent upon climatic conditions, soil, and freedom from violent wind-storms.
Soil.—A comparative study of Canada's five natural divisions.

Climate: temperature and moisture.

Temperature is governed by many factors; e.g., latitude, altitude, winds, ocean currents, etc. Rainfall depends on direction of prevailing winds, presence and direction of mountains, distance from the sea. Condensation of moisture is caused by cooling of the vapour-laden air (e.g., going up the side of a mountain).

B. Types of trees in each forest; kinds of lumber and use. The trees of the Atlantic forest have been largely cut down to give place to farms. These trees were both a help and a hindrance to the early French settlers. Stump fences are still to be seen.

- (1) Trees provided shelter, tools, material for boats, medicine for the control of scurvy, fuel.
- (2) Trade developed with West Indies in pitch, tar, barrels, etc. The Norsemen visited America's shores and carried back supplies of wood.
- (3) Trees provided ambush for the Indians in their attacks.

C. How the lumbering industry is carried on; selecting the trees; cutting, sawing, hauling. The use of rivers in logging; the lumber camp, the life of a lumber-jack, dress, food, supplies; visitors to the lumber camp—doctor, minister, inspector.

D. Reckoning lumber in a standing tree as a woodsman does. Reckoning by cords.

Things to do:

1. Make a large outline map of Canada showing the five natural divisions, the forest regions, rivers used for logging operations.

2. Make a rainfall map showing mountain ranges, direction of prevailing winds, path of ocean currents affecting climate.
3. Make models of a lumber camp and of a lumber-jack, sawmill, lumber yard.
4. Make a diary kept by a lumber-jack.
5. Make a picture for the frieze showing scenes in the life of a tree from the forest to the finished product.
6. Write stories of school desks:
 - (a) Of what are they made?
 - (b) Where may the wood have come from?
 - (c) Where were they probably made?
 - (d) What is varnish, and from where did it come?
By what route did it arrive at its present home?
7. Read about the following and tell stories:
 - (a) The Norse voyages to the New World; what was found and carried back.
 - (b) The Early French settlements, the Iroquois attacks; the method of attack and route of approach.
 - (c) Jacques Cartier's winter in Canada; the control of scurvy. Suppose you are one of Jacques Cartier's men. Tell the story of your experiences in the new world when you arrive back home.
 - (d) Early trade with the West Indies.
 - (e) Bees and barn-raisings in the days of the early settlers.
 - (f) The U.E. Loyalists; use of potash in pioneer days.

PROBLEM III

The pulp and paper industry of Canada is one of Canada's major industries.

To make a movie film showing the development of written records from early days to a modern paper mill.

- A. The Egyptians wrote their records on stone in what was at first a sign language. The finding of the Rosetti Stone gave the key to the interpretation of this language.

Later an alphabet was developed. The Greeks and Romans used wax tablets and papyrus. Their writings are a great contribution to the civilized world. In mediaeval times, vellum and parchment were used. The books were beautifully illuminated, written by hand, and preserved in the monasteries. They are greatly prized to-day.

When the printing press was introduced, paper began to be used. Rags and wood, chiefly, provide the pulp for paper. Canada is one of the world's greatest producers of paper.

- B. The great northern forest as a producer of wood-pulp; kinds of trees used; steps in the process of making paper; the pulp and paper mill, the barker, grinder, digester, bleacher, screener, heated rollers; the amount of wood needed for an edition of a large newspaper.
- C. The use of water-power in the industry.
 - (a) Direct and indirect power; making electricity; the use of "white coal" or electricity.
 - (b) Canada's great wealth of water-power, and streams which provide it; location of pulp and paper centres throughout Canada.
- D. The value of the great northern forest as a home for fur-bearing animals, and as a means of livelihood for the trapper.
 - (a) Kinds of animals and value of these; how they are trapped; how the furs are transported; where they are shipped; great fur-trading centres.
 - (b) The life of the trapper—his hut, dress, food, manner of travelling. Canada's first trappers—Radisson and Groseilliers; the outcome of their expeditions; the *courreurs de bois*.

Things to do:

1. Find pictures of old records and learn their meaning.
2. Copy some Egyptian writing and translate it.

3. Make an illuminated page of your own. Practice on capitals first.
4. Make a graph comparing Canada's water-power with that of other countries.
5. Model a trapper and a trapper's hut.
6. Make a collection of pictures showing articles made of paper, and mount samples of different kinds of paper.
7. Make a map of Canada showing the great northern forest; sites of pulp and paper mills; streams and falls which provide power; and routes by which paper and pulp is shipped.
8. Make the movie machine.
9. Make the film, and fifteen or more pictures. (Wall paper makes a strong film, and news-print serves for crayon drawings.)
10. Make a small sheet of paper from wood shavings.
11. Discuss any other means of making paper.
12. Visit a newspaper plant.

PROBLEM IV

The conservation of forests. What Canada is doing to preserve her natural wealth. To make a set of posters.

- A. The value to Canada of her timber resources compared with other industries; revenue derived; comparisons with Norway, Sweden, Germany and France.
- B. Ports, routes and export.
- C. Waste in our forests and how prevented; what the government is doing; what we can do; fire patrol and lookout stations; lessons to be learned from other nations on forest preservation (Norway, Germany, etc.).
- D. Canada's national parks—extent, value, wild life, etc.

Things to do:

1. Make graphs showing the value of Canada's export of pulp and paper compared with that of other countries; the value of Canada's pulp and paper industry compared with that of other Canadian industries.

2. Make posters showing what the government is doing to preserve our forests, and how we can help.
3. Read and tell stories about the work of beavers; about great forest fires and fire control.

PROBLEM V

The needs of man supplied by trees of other lands. To make a large chart of mounted products obtained from trees outside the immediate vicinity.

- A. Products from sap: Maple sugar, tar, pitch, resin, rubber, turpentine.
- B. Products from bark and wood: Dyes, tannin, extracts, drugs.
- C. Products from leaves: Drugs, drinks.
- D. Products from seed: Foods, extracts, drinks, spices, palm-oil.

Things to do:

1. Make the chart of mounted products.
2. Read a story about one or more of the following, and tell it or give it in pantomime: Making turpentine; gathering rubber; the uses of spices in mediaeval times—where obtained, routes taken in search of these spices; palm-oil and the soap industry; the quebracho tree of South America—its use for tannin and its substitutes (celanese); vegetable ivory and buttons; the palms and panama hats.

THE CULMINATION

The movie machinery can be made from an ordinary large-sized packing box. The heavy rollers round which the newsprint is wrapped make splendid reels for the film.

The pictures should be trimmed, outlined in brown or black, and mounted on a long strip of heavy paper. (Cheap wall paper is suitable.)

Pictures suggested are the following: Egyptian records on stone; Phoenician records; the Rosetti Stone—sentence inter-

preted; records on wax tablets; Indian sign language, mediaeval illuminated manuscripts, a mediaeval book, the roll or script, the script folded and cut to make pages and leaves; a good stand of timber; the lumber camp, the lumber-jack at work; hauling the logs, a raft of logs, a forest fire, fire outlooks; beavers at work; a paper mill—the barker, grinder, digester, bleacher, screener, heated rollers; the first printing press; a modern printing press.

(These drawings may be very crude and far from accurate, but so long as they have a meaning to the child the purpose of the activity has been achieved.)

One corner of the room may be fitted up as a mediaeval scriptorium, displaying copies of hand-written manuscripts (illuminated) or original poems and stories illustrated.

In another corner on a sand table may be modelled the forest, the camp and its activities, the transportation of the logs, the mill and the lumber yard, or a modern pulp and paper centre. (See Shipley, "Pulp and Paper Making.")

Large maps and charts drawn by the pupils may be mounted together on a strip of picture moulding or piece of broom handle and hung in a convenient place for reference.

Posters, the frieze of lumbering activities, and art problems, may be used as decoration.

Collections, booklets, and models may be displayed on trestle tables.

OUTCOMES

Attitudes and Appreciations: additional interest for leisure time activities; deepened interest in environment; realization of the great value of our trees, and of need for forest conservation; increased respect and friendliness for other nations, through comparing our methods with theirs; a tendency to seek the causes of natural conditions.

Abilities: to co-operate through the understanding of collective needs and operations; to use books of reference; to show initiative and originality; to attack a problem with confidence.

Skills: reading and collecting material; oral language in reports, reproduction of stories, recitation of verse, and dramatizations; arithmetic in measuring lumber; art—design, printing, pencil technique, modelling; music—songs about trees.

Knowledge:

Health: outdoor life, foods from trees, food of the camp.

History: written records, historic manuscripts, illumination, preservation of manuscripts, Caxton and the printing press, early French settlements, United Empire Loyalists and their use of trees, early traders in silks and spices.

Geography: forest regions of Canada and North America; climate and soil; rivers—use in lumbering industry; natural divisions of Canada and North America.

Science: study of trees; the beaver; water power; making of paper; making of potash in pioneer days; forest-fire prevention.

Literature: poems about trees and rivers; stories of the great forests; the control of falls and rapids.

References:

- Forestry Booklet; Department of Forestry, Ottawa.
- Booklets on Our Native Parks and Forest Conservation; Fire Prevention in Our National Parks.
- Booklet on Power—St. Lawrence, Niagara and Canada; Water Power Branch.
- Canada Year Book; Dominion Bureau of Statistics, Ottawa.
- South America, by Carpenter; Macmillan.
- North America, by Carpenter; Macmillan.
- Pulp and Paper, by Shipley; Longmans Green & Co., Toronto.
- The Story of Man, Book I, by Harper Cory; Geo. G. Harrap & Co., London.
- How We Are Clothed, Fed, Sheltered, by Chamberlain; Macmillan.
- The World We Live In and How It Came to Be, by Gertrude Hartman; Macmillan Publishing Co.
- Gabriel and the Hour Book, by Evalein Stein; L. C. Page & Co., Boston.
- Studies in Citizenship, James McCaig; Educational Publishing Co., Toronto.
- Enchanted Paths, by D. J. Dickie; Dent & Sons, Toronto.
- Hearts High, by D. J. Dickie; Dent & Sons, Toronto.
- Native Trees of Canada, by Morton; Department of Interior, Ottawa.

SUGGESTED ENTERPRISES

Gray Wolf's Cabin—An exhibit and programme.
 Our Story Book Friends—A parade.
 We Go Travelling—An exhibit of models.
 A Reading Festival—A programme.
 Our Nursery Rhyme Friends—A pantomime.
 A Harvest Festival—A display and programme.
 An R. L. Stevenson Book—A class book.
 Our Pond—A natural science exhibit.
 Do You Believe in Fairies?—An operetta.
 The Circus Parade—A parade of animals and clowns.
 A Spring Pageant—A programme of dances, etc.
 We Play House—An exhibit and play.
 A School Bazaar—A display and sale of work.
 Canadian Coats of Arms—An exhibit and lecture.
 A Good Health Club—An open meeting.
 Children of Other Lands—A pageant.
 We Visit Japan—A Japanese tea-party.
 How Christmas Came to Canterbury—A play.
 In Search of the Western Sea—An animated map.
 A Pageant of History—A group of murals.
 Water and Life—An exhibit.
 The Sun Worshippers—A frieze.
 Here Comes Summer—An outdoor fête.

REFERENCES FOR THE TEACHER

Lane: "A Teacher's Guide Book to the Activity Programme." The Macmillan Co., Toronto.

Melvin: "The Activity Programme." Reynal and Hitchcock, New York.

Mead and Orth: "The Transitional Public School." The Macmillan Co., Toronto.

Russell, R. L.: "The Child and His Pencil." Thos Nelson & Sons, Toronto.

Washburne, Carleton: "Adjusting the School to the Child." W. J. Gage & Co., Toronto.

Wiecking—"Education Through the Manual Activities." Ginn.

APPENDIX

At the request of many teachers a few notes on Grading, etc., are here appended, together with the print script alphabet, samples of writing, and a list of publishers.

GRADING

In the grading of pupils, the child's age is a good guide. A child of six plus should be in Grade I, one of seven plus in Grade II, and so on. If a Principal wishes, however, he may grade his pupils not alone by age but also by their progress in Arithmetic for which the grade limits are very definitely prescribed, and by reading ability according to any of the familiar standardized tests. For guidance in selecting and using reading tests the teacher may consult Gates: "The Improvement of Reading."

TESTS

Every teacher will wish to test his pupils frequently to make sure that they are really learning. It is suggested that such skills as reading, writing, arithmetic, spelling, and language, should be regularly tested for the information and satisfaction of both teacher and child. In such "subjects" as Social Studies and Natural Science, the real measure of attainment is not facts but interests and attitudes. Here teachers and administrators must decide whether they are going to force the memorizing of facts for examination purposes, or develop genuine interest by encouraging the child to read, explore, discover, record, create, according to his individual bent.

PROMOTION

Promotion in Junior Grades should be largely a matter of age. The work prescribed for each grade is a normal year's work for a normal child. For normal children, therefore, progress year by year through successive grades should be a matter of course, and we should remember that ninety per cent of children are normal or better. For dull children a modified programme and special attention on the part of the teacher will be required, if they are to progress *as they should* with their social group, and with no sense of inferiority. For bright children the teacher

should arrange for acceleration or for an enriched programme. It is well to remember, however, that for *most* children acceleration is inadvisable. A child of eleven or twelve is not mature enough physically or mentally to profit as he should from secondary school training.

REPORTS

The parents have a right to know at stated intervals how their child is "getting along." And the wise teacher will enlist the parents' interest and support in his efforts to direct wisely the child's development. The report, therefore, should give the necessary information regarding the child's attendance and punctuality, his progress, his attitudes and interests. Progress in each of the types of activity that make up the new programme for Grades I to VI might be indicated in terms of A, B, C, when A is explained in a footnote as indicating unusual excellence, B as indicating satisfactory progress, and C unsatisfactory. It may be worthwhile to point out that satisfactory progress is a function of natural capacity and therefore a boy of low intelligence scoring 40% on an arithmetic test is doing just as good work as a boy of high intelligence scoring 75%, and both should be graded B in Arithmetic. Unsatisfactory progress is also related to capacity. A boy of good endowments scoring 70% on a Reading test is not doing good work and should be reported C.¹ Attitudes such as courtesy, helpfulness, co-operation and leadership should be reported in brief comments, as should any special interest a child is developing. Such reports demand, as does the whole course of study, that the teacher make a careful study of each child. To say that such reports will take too long to prepare is to admit that we are too busy with Education to think about our pupils.

TIME TABLES

It is obvious that the new Programme cuts across the traditional subject-by-subject arrangement, and that, therefore, rigid time limits must be abandoned. In planning the work and play of a class, it may be sufficient to remember that the "time table" should be flexible, should permit the necessary variety, and should

¹It is generally agreed that reporting relative standing or actual percentages is injurious to the mental health of young children.

provide in just balance for each type of activity. What is the just balance? How should the time be divided? Keeping in mind the possibility of overlapping and the necessity of flexibility, the following scheme is suggested:

English.....	30%
Social Studies.....	20%
Health.....	10%
Natural Science.....	10%
Arithmetic.....	10%
Music.....	10%
Art.....	10%

Roughly, 10% means one half hour per day.

Print Script Alphabet

A B C D E F G

H I J K L M N O

P Q R S T U V

W X Y Z

a b c d e f g h i j

k l m n o p q r s t

u v w x y z

Bob called Pat.

GRADE I—Unjoined print script—Done with soft chalk at the board or large soft pencils at the seat—Large in size.

Bob called his dog Pat.

GRADE II—Unjoined print script—Done with ordinary pencils—Conventional size.

Bob called his dog Pat.

GRADE II—Optional—Joined print script—The basis of manuscript writing in England and elsewhere.

Bob called his dog Pat.

GRADE III—Cursive writing—Done with pencil—Based on the print script forms.

Bob called his dog Pat.

GRADE IV—Cursive writing—Done with pencil—Semi-upright.

Bob called his dog Pat.

GRADE V—Cursive writing—Done with pen.—Modified in Grade VI as to form and movement.

LIST OF PUBLISHERS

Barnes, A. S., & Co., New York.
Blackie & Son, 55 York St., Toronto.
Cassel and Company, 215 Victoria St., Toronto.
Clarke, Irwin Company Limited, 480 University Ave., Toronto.
Collins, Wm. E., Co., Canada Ltd., 70 Bond St., Toronto.
Copp Clark Co., 517 Wellington St. West, Toronto.
Dent, J. M., and Sons (Canada) Limited, 224 Bloor St. West, Toronto.
Dodd, Mead & Co., 215 Victoria St., Toronto.
Doubleday, Doran & Co., 215 Victoria St., Toronto.
Educational Publishing Company, 36 Shuter Street, Toronto.
Gage, W. J., & Co., 84 Spadina Ave., Toronto.
Ginn and Company, Mountain Ave., Montreal.
Glasgow, Brook & Co., New York.
Gray, W. H., Co., New York.
Houghton-Mifflin Co., New York.
Hodder and Stoughton, 480 University Ave., Toronto.
Lippincott, J. B., Co., 215 Victoria St., Toronto.
Little, Brown & Co., 215 Victoria St., Toronto.
Longmans, Green & Co., 215 Victoria St., Toronto.
Lothrop, Lee & Shephard, 215 Victoria St., Toronto (c/o Longmans).
Methuen & Co., New York.
Macmillan Co. of Canada, 70 Bond St., Toronto.
McCann, Coward Inc., 215 Victoria St., Toronto (c/o Longmans).
McClelland and Stewart, 215 Victoria St., Toronto.
McLeod, Geo. J., 266 King St. West, Toronto.
Moyer School Supplies, 106 York St., Toronto.
Musson Book Co., 480 University Ave., Toronto.
Nelson, Thos., & Sons, 91 Wellington St. West, Toronto.
Oxford University Press, 480 University Ave., Toronto.
Pitman, Sir Isaac, & Sons, 381-3 Church St., Toronto.
Ryerson Press, 299 Queen St. West, Toronto.
Saunders, S. J. R., 86 Wellington St. West, Toronto.
Silver Burdett Co., New York.
Star Book Co., The, 215 Victoria St., Toronto (c/o Longmans).
Stokes, F. A., Co., 215 Victoria St., Toronto.
Unwin & Allen, 91 Wellington St. W., Toronto.
Winston, The John C., Co., 60 Front St. West, Toronto.

ONTARIO. DEPARTMENT OF EDUCATION.
TITLE: PROGRAMME OF STUDIES FOR GRADES I TO VI
OF THE PUBLIC AND SEPARATE SCHOOLS. 1937.

DATE	NAME	DATE	NAME

